



**LEBANON ARTS & CULTURE COMMISSION
FEBRUARY 22, 2022 - 6:00 PM
COUNCIL CHAMBERS, CITY HALL OR
REMOTE VIA VIRTUAL PLATFORM
LEBANONNH.GOV/LIVE**

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- 1. Call to Order**
 - 2. Approval of Minutes**
 - A. Approval of 01-25-22 minutes
 - 3. Other Business**
 - A. Sidewalk Poetry Project (B.Foster)
 - B. Arts & Culture 2022 Goals Planning & Summary (J.Giordani)
 - 4. Committee Reports**
 - 5. Open to the Public**
 - A. Chet Clem - West Lebanon Revitalization
[Action Plan](#)
[Green Vision](#)
[River Park](#)
[Lyme Properties](#)
[Can we use humor](#)
 - B. Jennifer Chambers - We plan to launch a private arts high school in the fall of 2023
 - 6. Adjournment**

The order of agenda items is subject to change.

Meetings are open for in-person and remote attendance. Members of the public that wish to attend remotely may do so by going to LebanonNH.gov/Live where you will find instructions on how to enter the meeting. Members of the public will be able to participate and ask questions through the City's virtual platform or by phone. Please note: Should technical difficulties occur during the meeting that disrupts virtual or phone connection(s), the meeting will continue without remote access capabilities.

DRAFT

**CITY OF LEBANON
ARTS & CULTURE COMMISSION
MINUTES, January 25, 2022
City Hall Council Chambers & LebanonNH.gov/Live
6:30PM**

MEMBERS PRESENT (9/10): Devin Wilkie (Heritage Commission Rep.)
Karen Zook (City Council Rep.)
Jessica Giordani (Chair; Citizen Rep. Ward 3)
Nick Gaffney (Arts Org. Rep.-AVA Gallery)-Remote
Ben Van Vliet (Arts Org. Rep.-UVMC)-Remote
Becky Foster (Citizen Rep., Ward 1)
Bill Dunn (EDC Rep.)
Gavin Wynkoop-Fischer (Citizen Rep., Ward 2)
Joe Clifford (Vice Chair; Arts Org. Rep.-LOH)

MEMBERS ABSENT: (1/10) Sherry Fiore (Alt.)

STAFF PRESENT: (2/2) Kristine Flythe (Program Coordinator, Leb. Rec),
Paul Coats (Director, Leb. Rec.)

1
2 1. **CALL TO ORDER** Chair Giordani called the meeting to order at 6:32 PM.

3
4 2. **APPROVAL OF MINUTES** December 28, 2021

5
6 *Devin Wilkie MOVED to approve the December 28, 2021, minutes.*
7 *Seconded by Karen Zook.*

8
9 Nick Gaffney and Ben Van Vliet, members attending remote, were given permission to vote.

10
11 **The Motion was approved (9/0).*

12
13 3. **OTHER BUSINESS**

14
15 A. Election of Chair and Vice-Chair 2022 (J.Giordani)

16
17 Devin Wilkie nominated Jessica Giordani for Chair.
18 She accepted the nomination.
19 She was appointed (9-0).

20
21 Nick Gaffney offered to be Vice Chair.
22 He was appointed (9-0).

23
24 B. Discussion of meeting time (K.Flythe)

25
26 The members discussed the option of moving the meeting earlier in the evening, and if the same day of
27 the month should be maintained. They discussed that the time of 5:30 was inconvenient for several
28 members and thought it acceptable to have the meeting at 6:00 instead of 6:30. There is agreement that
29 the fourth Tuesday of the month is preferable. The meeting will be the fourth Tuesday at 6:00 PM going
30 forward.
31

1 C. Sidewalk Poetry Project (B.Foster)

2
3 The forms were ordered, and they should be in hand by April 1, 2022. A map from DPW, showing green
4 paths, illustrated where new sidewalks will be installed this upcoming year. They will determine where
5 the new poems will be put in place.
6

7 The Poetry Contest committee will be working on getting out the rules and timing for early spring. They
8 have examples of how this has been done in the past, and several members are joining the group to setup
9 how things will be done in 2022. It takes several months to get the concrete poem forms and they will
10 need time to get the contest up and running. They will have the contest one year and the installation will
11 take place the following year. After the first installation they will determine if they want to continue to
12 work with the same company that is creating the first forms. Mr. Gavin Wynkoop-Fischer expressed
13 interest in being involved with the project and spoke of people who could volunteer to be part of the
14 judging team or could make contributions to the project. There can be up to four members of the
15 Commission who are part of the working group.
16

17 They will be reaching out to the City Council for reappointment to the Commission for several members
18 this upcoming year.
19

20 D. Arts & Culture 2022 Goals

21
22 Members brainstormed a potential list of goals and ideas are for 2022. Some of these included:
23

- 24 1. West Lebanon revitalization program
- 25 2. Incorporate art in everything that is happening and all RFPs
- 26 3. Incorporate art in the redevelopment of the back parking lot
- 27 4. Ice sculptures
- 28 5. Winter carnival or festival
- 29 6. Developing public/private relationships to bring arts to the community
- 30 7. Include art in construction improvements and redevelopments
- 31 8. Continue expanding public art-installations and poetry and other ways
- 32 9. Include diversity, equity and inclusion in the Commission's work
- 33 10. Partner with other programming, such as the Nexus Festival, to include all arts in the visitor
- 34 experience and increase visibility of the arts in Lebanon
- 35 11. Leverage all opportunities to partner and include arts with other organizations to raise visibility
- 36 12. Mural project in West Lebanon on Pet Smart building with potential \$15,000 outside funding
- 37 13. Mobile art cart, possibly kept adjacent to the craft library or near AVA, and bring the cart to
- 38 community events to create art
- 39 14. Promote busking and emphasize arts, such as musicians on busses, as well as promoting public
- 40 transportation
- 41 15. Get a recurring open mike for writers somewhere in the area
- 42 16. Use the space behind and within the Kilton Library in creative ways
- 43 17. Create a mural on the utility shed along the bike path to minimize graffiti
- 44 18. Increase the number of murals in the community
- 45 19. Use the platform that was recently discovered for performance arts
- 46 20. Create a natural outdoor theatre
- 47 21. Leverage partnerships, such as Kilton that has space but does not have experience in the arts
- 48 22. Promote the Commission as the place to start when art is concerned in the City, keep the
- 49 Commission involved without becoming a bottle neck. How are things vetted, approved without
- 50 involving the Commission, but still ensure the good quality and how it fits with the policy
- 51 23. Add art to the interior walls of City Hall
- 52 24. Increase awareness of the Commission and art related application forms on the City Website
- 53 25. Recognize the many levels that art could be incorporated in the community, such as City Hall
- 54 installations to improving the utility shed
- 55 26. Lebanon Artways awards

27. Create interest with artists and calls to artists to be involved with exhibiting arts in Lebanon
28. Involve the City processes to amplify the arts in Lebanon and help to move things forward-who is responsible to get an arts story out regularly and consistently such as on the City website to leverage the arts
29. Expand the connection and awareness of the Artways
30. Encourage music in the community
31. Expand the banner work
32. Expand art in the tunnel and get plaques up for the artwork that is in the tunnel
33. Inventory the surfaces where art can be installed
34. Inventory the places where busking can take place and encourage artists to participate
35. Encourage music in public settings by amateur artists as well as experienced artists
36. Planned spontaneity for performance arts
37. Promote the Commission as a place to find creative solutions-such as the bike racks and walls

Chair Giordani reviewed all the projects that the Commission has accomplished throughout 2021. Everyone was surprised by all the accomplishments. Mr. Coates emphasized the need to determine what the Commission can accomplish and how they can be involved in the community when the Commission cannot support all the potential projects. There are many arts related ventures that are going on in Lebanon and the City cannot accomplish all of them, but they can be supportive of all the ideas going forward.

38. Fountains, trees, arts and organizing tours to bring people to all the art points of interest within the community
39. City seal design guide
40. Mall kiosks
41. Rainways
42. Bringing different world views to the community, such as the international artists supporting equity and inclusion; the April 6 event of the Argentinian group that will be touring and may have an event in Spring or Summer in Lebanon

This is an extensive list. The Chair will organize the list to bring back to the Commission and review it with Staff, to determine how to move forward.

4. COMMITTEE REPORTS

None

5. OPEN to the Public

None

6. ADJOURNMENT

Karen Zook MOVED to Adjourn the meeting at 8:05 PM.

Seconded by Devin Wilkie.

****The Motion was approved (9/0).***

Respectfully submitted,
Linda Billings
Recording Secretary

**NEW ENGLAND
SCHOOL OF THE
ARTS**

**PROGRAM OF
STUDIES
2023-24**

Carl Chambers – Head of School
Jennifer Chambers – Principal
Vanessa Mercado – Director of Admission

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Vision/Mission Statement:

VISION

New England School of the Arts will provide a diverse population of students from Northern New England access to a high-quality and rigorous core academic program connected to intensive and focused artistic training. The school's educational program will prepare students to become more well-rounded, inclusive, and creative stewards and leaders of the future, while learning in an artistically dynamic, safe, and nurturing school environment.

MISSION

NESA's mission is to foster an appreciation for the arts, independent thinking in a creative and academically challenging environment, and a sense of stewardship for the world by:

- Providing a rich and diversified arts-based curriculum and environment for bright, talented, and motivated students.
- Allow students to immerse themselves in real-world project-based learning via collaboration with peers that will help them create and develop their artistic vision from inception to final product that will be shared with a broader audience.
- Hiring and developing high-performing faculty who are experts in their content areas and demonstrate the characteristics and disposition of excellent educators.
- Offer a deep appreciation for the arts excellent preparation for higher education and professions in the arts and other content areas.
- Extend learning beyond the classroom walls exposing students to diverse and rich cultures in other communities.
- Establish and maintain partnerships between the school and the community at large.

The focus of NESA is to provide an inclusive, exemplary fine arts, community-based education. The school will provide students the opportunity to delve more deeply into art forms such as choreography, painting, and stage management while at the same time being provided a robust education in the core academic subject areas. Goals for the school will include 1. To create globally minded citizens. 2. To

foster an inclusive environment where all types of learners and students can succeed and thrive. 3. To provide an excellent academic and artistic curriculum.

By the end of the 2023-2024 school year, students will demonstrate an ability to effectively communicate subject knowledge by utilizing literacy skills as evidenced by a Performance Reflection that will be measured using the Six Traits writing rubric

(<https://www.teacherplanet.com/pdf/6TRAITSWRITING.pdf?ref=rubrics4teachers>) . Teachers and students will use the district adopted Six Pillars of success initiative (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship) within the classroom environment, concerts, and community outreach to ensure student and teacher success. (<https://www.pxu.org/Page/2684>)

Grading System:

New England School of The Arts' grading system records and reports student achievement in their assigned courses. It is the teacher's evaluation of a student's progress based upon classroom and program standards. Numeric and alphabetic grades are used to indicate the degree of achievement, and numbers are used to indicate the student's effort. New England School of The Arts sends report cards and IEP progress reports to parents at least four times a year.

GPA

The Grade Point Average (GPA), which is based on a 4.0 scale, is calculated using unweighted grades.

Grade	1 Credit	1/2 Credit
A	4.00	2.00
A-	3.67	1.84
B+	3.3333	1.66
B	3.0	1.5
B-	2.67	1.34
C+	2.3333	1.16
C	2.0	1.0
C-	1.67	.84
D+	1.3333	.66
D	1.0	.50

New England School of The Arts will develop a competency-based assessment for determining course credit acquisition that aligns with Ed 306.7, which states that all schools must have "a competency assessment process and defined course level competencies." Credit toward graduation will be awarded when a student has demonstrated proficiency in all the competencies for a course.

The competencies will give our teachers the opportunity to measure a student's learning more closely, and a student must pass every competency for the course to be awarded a grade and/or credit. If a student is unable to demonstrate proficiency in any competency for a course, the student will receive an Incomplete for that course and will have opportunities to re engage in the material through a special plan until they meet the competency. When the student demonstrates that they have met the competencies, the teacher will issue a grade for the course.

Graduation Requirements:

All students are enrolled in the appropriate academic classes as defined by their sending school district's graduation requirements. If a student is working towards a New England School of The Arts diploma, the following requirements are needed to achieve a diploma:

Subject/Course	Minimum credits required for graduation
English	4 credits
Mathematics	3 credits - 1 credit Algebra - 1 credit Geometry - 1 credit Trigonometry/Pre-Calculus
Social Studies	3 credits - 1 credit American History - ½ credit American Government - ½ credit Economics, including personal finance - 1 credit World History, Global Studies, or Geography
Science	3 credits - 2 credit Physical Sciences - 1 credit Biological Sciences
Physical Education	1 credit
Health	½ credit
Information and Communications Technologies	½ credit

Performing and Studio Arts	8 credits
Electives	4 credits
Total Credits	28 credits

****Students attending New England School of The Arts have the option of taking alternative and supplemental courses that meet the NH standards and are taught by NH certified educators through a variety of platforms.

Courses Offered	Sample 9th Grade Schedule (Theatre track)
English	English 9 1.0
Social Studies	American History 1.0
Math	Basic Math 1.0
Science	Physical Science 1.0
World Languages or Learning Center	French I 1.0
Studio Arts Electives .5 each (2)	Technical Theatre I · Movement for Actors I · Introduction to Theatre I · Theatre Arts I · Voice & Speech I · Voice & Speech II
Physical Education	Stretching
Lunch	
Total Credits	7

Courses Offered	Sample 10th Grade Schedule (Theatre track)
English	English 10 1.0
Social Studies	American Government/ Economics 1.0
Math	Algebra 1.0
Science	Biology 1.0
World Languages or Learning Center	French II 1.0

Studio Arts Electives .5 each (3)	Technical Theatre II · Movement for Actors II · Introduction to Theatre II · Theatre Arts II
Health	Nutrition .5
Lunch	
Total Credits	7

Courses Offered	Sample 11th Grade Schedule (Theatre track)
English	English 11 1.0
Social Studies	Global Studies 1.0
Math	Algebra II 1.0
Science	Physics 1.0
World Languages or Learning Center	French III 1.0
Studio Arts Electives .5 each (3)	Technical Theatre III · Movement for Actors III · Introduction to Theatre III · Theatre Arts III
Health	Nutrition .5
Lunch	
Total Credits	7

Courses Offered	Sample 12th Grade Schedule (Theatre track)
English	English 12 1.0
Social Studies	World History 1.0
Math	Geometry 1.0
Science	Chemistry 1.0
Arts Sr. Capstone	Theatre and Production Advanced Seminar 3.0
Lunch	

Total Credits	7
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HIGH SCHOOL (Grades 9-12)

Arts Education Course Descriptions

Studio Art 1- 1 credit

The Art I curriculum will introduce students to studio experiences, art history & cultural connections, art vocabulary, aesthetics, and the process of art criticism. It is a foundation course and is mandatory to advance to other art courses.

Course Competencies: This course will help the student meet the following competencies:

1. Students will develop artistic and cultural awareness, imagination, perception, and skill.
2. Students will maintain a sketchbook and portfolios (standard and/or digital).
3. Students will foster creativity, self-expression, confidence, and discipline.
4. Students will utilize a strong work ethic and proper safety procedures.
5. Students will improve craftsmanship and problem-solving abilities.
6. Students will prepare for advanced levels of art.
7. Students will identify safety and health issues associated with materials, tools, equipment supplies and procedures

Studio Art II- 1 credit

The Art II curriculum will strengthen basic art skills by providing additional studio experiences, in-depth cultural information, and increased vocabulary. Art II students will be expected to exhibit greater proficiency in all skills and technical ability.

Course Competencies: This course will help the student meet the following competencies:

1. Students will develop artistic and cultural awareness, imagination, perception, and skill.
2. Students will maintain a sketchbook and portfolios (standard and/or digital).
3. Students will foster creativity, self-expression, confidence, and discipline.
4. Students will utilize a strong work ethic and proper safety procedures.
5. Students will improve craftsmanship and problem-solving abilities.
6. Students will prepare for advanced levels of art.
7. Students will identify safety and health issues associated with materials, tools, equipment supplies and procedures

Digital Photography- 1 credit

The Photography curriculum builds upon previous art learning and provides students with in-depth photography experiences. Photography will introduce students to camera skills, studio experiences, art history & cultural connections, art vocabulary, aesthetics, and the process of art criticism.

Course Competencies: This course will help the student meet the following competencies:

1. Students will develop an understanding of the use of a digital camera and types of photography.
2. Students will develop artistic and cultural awareness, imagination, perception, and skill.
3. Students will maintain a sketchbook and portfolios (standard and/or digital).
4. Students will exhibit an understanding and use of terminology specific to photography and its processes.
5. Students will foster creativity, self-expression, confidence, and discipline.
6. Students will utilize a strong work ethic and proper safety procedures.
7. Students will improve craftsmanship and problem-solving abilities.

Business Education Course Descriptions

Personal Finance- .50 credit

This course is intended to help familiarize the student with the basic and essential concepts of personal finance. There is a long-term project spread over the length of the course. This course covers the fundamentals of personal finance, role of consumers in the economic system of the United States, financial planning in personal life, ways to manage finances, and different investment strategies. It also covers various career options available in the field of personal finance. *(This course meets the Economics course requirement)*

Course Competencies: This course will help the student meet the following competencies:

1. Students will identify the role of the consumer in the economic system of the United States.
2. Students will describe types and services of financial institutions and their role in personal financial planning.
3. Students will describe various career options in personal finance. Identify the basics of personal financial planning.
4. Students will manage personal and family incomes and expenses.

Career Exploration- .50 credit

In this introductory course, students will learn about the phases of the business cycle, supply and demand, business ethics, safe and secure environmental controls, marketing, diversity in the workplace, workplace behaviors, and communication techniques, both verbal and nonverbal. They will understand their rights and responsibilities as consumers and how economic issues, both nationally and globally, affect the individual.

Course Competencies: This course will help the student meet the following competencies:

1. Students will identify personal role models and influential people in the student's life.
2. Students will describe the student's strengths and weaknesses.
3. Students will relate the student's achievements to the student's aptitudes and skills.
4. Students will identify and explore career options in different career clusters and pathways.
5. Students will identify the academic requirements for different career pathways.
6. Students will identify the skills, abilities, and talents that different careers require.
7. Students will identify employment opportunities in different career pathways.
8. Students will describe the tasks that people perform in different careers.
9. Students will create and manage an academic and career plan that is aligned with your personal goals and interests.
10. Students will identify ways that you can earn college credit while you're still in high school.
11. Students will identify various options for funding your college education.
12. Students will recognize how your performance in college placement tests such as the SAT, ACT, ASVAB, and ACCUPLACER impact your academic and career goals.
13. Students will identify and acquire basic academic skills, interpersonal skills, technology skills, workplace readiness skills, and financial management skills for success in college and in your career.
14. Students will prepare a job search portfolio and acquire skills for success in job interviews.

Business Technology Applications– 1 credit

Business Technology Applications is a one-credit foundation course; Instruction is flexible and focuses on quality performance in the skill areas of organization, time management, customer service, and communication. Students will work independently and cooperatively to acquire technical, academic, and personal skills needed to succeed in an ever-changing business world. The focus of the Business Technology Applications course is the introduction of skills related to information technology basics, Internet fundamentals, network systems, computer maintenance/upgrading/troubleshooting, computer applications, programming, graphics, Web page design, and interactive media. Students explore ethical issues related to computers and Internet technology and develop teamwork and communication skills that will enhance their employability.

Recommended prerequisite(s): Keyboarding course(s) or teacher-approved demonstration and documentation of touch keyboarding skills

Course Competencies: This course will help the student meet the following competencies:

1. Students will demonstrate workplace readiness skills: Personal Qualities and People Skills
2. Students will demonstrate workplace readiness skills: Professional Knowledge and Skills
3. Students will demonstrate workplace readiness skills: Technology Knowledge and Skills
4. Students will examine all aspects of an industry.
5. Students will master information technology basics.
6. Students will use computer applications.
7. Students will investigate computer fundamentals.
8. Students will maintain, upgrade, and troubleshoot computers.
9. Students will explore network fundamentals.
10. Students will explore internet fundamentals.
11. Students will explore programming basics.
12. Students will explore the basics of web page design.
13. Students will prepare for industry certification.
14. Students will develop career exploration and employability skills.

Business Essentials – .50 credit

Business Essentials introduces students to the world of business and helps prepare them for the economic roles of consumer, worker, and citizen in an ever-changing world through effective oral and written communication, agility and adaptability, collaboration and leading by influence. This course serves as background for accessing and analyzing information about business courses students may take in high school and in higher education. Business Essentials will promote curiosity and imagination, assisting students with consumer decision making, prepare them for future employment, and help them effectively perform their responsibilities as a citizen.

Course Competencies: This course will help the student meet the following competencies:

1. Students will explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.
2. Students will utilize local resources to research career plans.
3. Students will recognize the interrelationships of family, community, career, and leisure roles.
4. Students will prepare a budget and keep financial records.

5. Students will prioritize, allocate time, prepare, and follow schedules to complete a project.
6. Students will apply appropriate time to task and use physical resources wisely to accomplish a goal.
7. Students will demonstrate appreciation for diverse perspective needs and characteristics.
8. Students will demonstrate active leadership skills by participation in group activities and projects.
9. Students will demonstrate positive personal and work ethics and demonstrate skills to be a productive citizen.
10. Students will demonstrate appreciation for diverse perspective needs and characteristics.
11. Students will practice several methods of effective communication.
12. Students will practice technical skills and procedures required for an occupation.
13. Students will practice safe and appropriate use of technology.
14. Students will select the appropriate tools, equipment, and procedures for the task.
15. Students will manage and maintain technological tools and follow troubleshooting protocol.
16. Students will apply technical information to a variety of sources.
17. Students will practice and demonstrate academic and technical skills to a workplace setting.
18. Students will apply the concepts of entrepreneurship.
19. Students will identify possible outcomes and consequences of decisions.
20. Students will use acceptable industry standard equipment in a school setting.

Family and Consumer Science Course Descriptions

Introduction to Family and Consumer Science- 1 credit

This course will provide students with an overview of the four major content areas of Family and Consumer Sciences. Students will be introduced to child development, family relationship concepts and how they relate to family dynamics. Additionally, students will identify financial literacy and consumer economic principles. Students will understand the concepts of design through textiles for personal and home use. Throughout the course, students will develop communication, leadership, and career investigation skills.

Course Competencies: This course will help the student meet the following competencies:

1. Students will develop skills in professionalism, leadership, and communication, as applied to career planning and entrepreneurship, to succeed in educational and professional settings
2. Students will develop personal attributes that contribute to healthy families, community involvement and workplace productivity
3. Students will develop knowledge of food and nutrition to make informed choices that support safe, affordable, and sustainable food practices.
4. Students will develop skills to achieve personal financial wellness and become an educated consumer.
5. Students will develop wellness practices that promote a healthy lifestyle.
6. Students will apply the principles of design to interior and exterior spaces and textiles.
7. Students will develop knowledge and skills to maintain a healthy living environment.

Transitions and Careers -1 credit

In this course, students will analyze interests, aptitudes, and skills to prepare for careers and transition through life. An emphasis will be placed on work ethics, team building, communication, and leadership skills. Additional topics will include technology etiquette and career planning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will develop skills in professionalism, leadership, and communication, as applied to career planning and entrepreneurship, to succeed in educational and professional settings.
2. Students will develop personal attributes that contribute to healthy families, community involvement and workplace productivity.
3. Students will Identify the knowledge, skills, and abilities necessary to succeed.
4. Students will describe the role and function of professional and community organizations, industry associations and organized labor.
5. Students will develop a networking plan to build and maintain professional relationships.
6. Students will explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.
7. Students will apply problem-solving and critical-thinking skills to issues when making decisions and formulating solutions.
8. Students will give and receive constructive feedback to improve personal and professional habits.
9. Students will adapt personal coping skills to adjust to life and workplace demands.
10. Students will recognize different cultural beliefs and practices and demonstrate respect for them.

11. Students will explore career opportunities that reflect personal interests, strengths, values, personalities, skills, and abilities.
12. Students will develop leadership, team building and communication skills to promote collaboration.
13. Students will evaluate how beliefs, values, attitudes, and behaviors influence personal and professional goals.

Childhood Development and Parenting- 1 credit

In this course, students will study the principles of child growth, development, and behavior. An emphasis will be placed on the cognitive development of a child and sensory and motor skills. Additional topics will include childhood diseases, immunizations, theories of development, learning styles and evaluating childcare services.

Course Competencies: This course will help the student meet the following competencies:

1. Students will analyze childhood development and appropriate practices to plan for parenting early childhood education and careers.
2. Students will apply concepts of human growth and development prenatal through school age children.
3. Students will demonstrate professional practices and standards related to working with children and/or parenting.
4. Students will learn about the basics of parenting, including parenting roles and responsibilities and parenting styles.
5. Students will assess an individual's preparedness to become a parent.
6. Students will learn about prenatal and postnatal care.
7. Students will discuss the importance of positive parenting and effective parent-child communication.
8. Students will discuss the effects of cultural diversity, mass media, and technology on children and parents.
9. Students will explore issues and concerns that contemporary parents face.

Food and Nutrition .50 credits

This course is offered through our Culinary Arts class and is designed for students who are interested in understanding the principles of nutrition as a basic human need, and its link to current information in maintaining a healthy lifestyle, as related to individuals and families across the lifespan. Students will develop life skills needed in a wide variety of Foods and Nutrition related careers. Emphasis will be given to the economic, cultural, scientific, health and local "Farm To Table" connections to food, using 21st Century learning skills. Students will demonstrate various food selection, safety, sanitation, and preparation skills; terminology, principles, and techniques. Knowledge of kitchen equipment, and accurate measurement will be applied, when preparing delicious, nutritious, and aesthetically pleasing food presentations.

Course Competencies: This course will help the student meet the following competencies:

1. Students will demonstrate safe and sanitary practices using proper equipment and accurate measurements in preparation of food from farm to table.
2. Students will analyze nutritional dietary factors that influence food choices in wellness of individuals and families across the lifespan.

3. Students will assess the effects economics, science and technology have on the quality of nutrition in foods.
4. Students will develop knowledge of food and nutrition to make informed choices that support safe, affordable, and sustainable food practices.

Textile, Fashion and Design – 1 credit

This is an introductory course that will familiarize students with careers in the textile, fashion, and apparel industries and will help them understand personal suitability for success. Students will identify and obtain a working knowledge of fibers, methods of textile construction, and finishing through technology, instruction, discussion, and experimentation. Students will explore history and current trends. Students will creatively utilize the elements and principles of design to recognize well-designed and constructed textiles as well as explore reasons, identify methods, and demonstrate skills needed for altering, repairing, recycling, and redesigning apparel and/or textile products. This course will also provide opportunities for students to apply communication, leadership, management, and critical thinking skills to all areas of textile development and merchandising. By coordinating classroom theory with hands on experiences, students develop and enhance their creativity, critical thinking and problem solving skills necessary to be innovative and productive members of society.

Course Competencies: This course will help the student meet the following competencies:

1. Students will analyze career pathways within textile apparel and design industries.
2. Students will demonstrate fashion, apparel, and textile design skills.
3. Students will demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
4. Students will evaluate elements of textile, apparel, and fashion merchandising.

Consumer and Resource Management -. 50 credits

To help students learn how to make intelligent choices in the use of resources to gain maximum personal and family satisfaction. Course content may include: interrelationships between the individual and the economy^{**}; consumer behavior; consumer rights and responsibilities; evaluating consumer information; financial services; resource management techniques; consumer credit; developing financial plans to meet personal and family goals; financial security; societal and environmental impacts of decisions; current issues relating to consumerism and resource management; sources of consumer support and assistance; related careers; leadership development. (^{**}*This course may include concepts of personal finance such as checkbook mechanics, saving for larger purchases, credit, earning power, taxation and paycheck withholdings, college costs, making and living within a budget, mortgages, retirement savings, and investments.*)

Course Competencies: This course will help the student meet the following competencies:

1. Students will analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).
2. Students will demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community, and workplace settings.
3. Students will evaluate the reciprocal effects of individual and family participation in community and civic activities.
4. Students will demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.

5. Students will analyze the relationship between the global environment and family and consumer resources.
6. Students will analyze policies that support consumer rights and responsibilities.
7. Students will evaluate the effects of technology on individual and family resources in a global context.
8. Students will analyze relationships between the economic system and consumer actions in a global context.
9. Students will demonstrate management of financial resources to meet the goals of individuals and families across the life span.
10. Students will demonstrate the ability to use knowledge and skills to manage one's financial resources effectively for a lifetime of financial security.
11. Students will analyze career paths within consumer service industries.
12. Students will analyze factors, including cultural, political, and geographical influences, that affect consumer advocacy.
13. Students will analyze factors in guiding development of long-term financial management plans.
14. Students will demonstrate skills needed for product development, testing, and presentation.
15. Students will analyze the impact of conditions that could influence the well-being of individuals and families.
16. Students will evaluate services for individuals and families with a variety of conditions that could impact their well-being.
17. Students will demonstrate teamwork and leadership skills in the family, workplace, and community.
18. Students will demonstrate standards that guide behavior in interpersonal relationships.

English Course Descriptions

English 9 - 1 credit

This course is centered around the various genres of writing and designed for students who plan to go to a four or two-year college, technical school, job training or work force. It is preparation for upper-level English courses. The course is also connected to the 9th grade Geography and World Cultures Courses. Literature—including novels, short stories, and poems—are studied and are the basis for many of the writing assignments and projects. Grammar, vocabulary, and the writing process are integral and everyday aspects. The student's acceptance of responsibility for his/her own work, in addition to organization skills and study habits, will be reinforced all year.

Students will read literature that focuses on the transition to adolescence, focusing on themes of identity, individuality, and the influence society and culture can have on an individual. Students will explore the formation of friendships, familial relationships, and the effects personal choice can have on an individual.

Course Competencies: This course will help the student meet the following competencies:

1. Students will write a five-paragraph essay with introduction, body, and conclusion.
2. Students will use writing as both a practical and a creative tool.
3. Students will identify and apply figurative language and literary terms.
4. Students will use study skills, note-taking techniques, and test-taking strategies.
5. Students will read and comprehend themes in fiction, non-fiction, poetry, and drama.
6. Students will analyze how writers and readers are influenced by social, personal, historical, and cultural context.
7. Students will relate themes and ideas in literature to life.
8. Students will use various oral and written communication strategies appropriate to individual situations including conflict, problem-solving, and relationships and to work as part of a team.

English 10 - 1 credit

English 10 is focused on World Literature and closely connected to the 10th Grade World History Curriculum. The course builds upon the skills introduced in English 9. A multitude of informational text in addition to four to five novels will be read over the course of the year. Grammar and vocabulary will continue to be parts of the curriculum practiced mainly through writing. Study habits and organizational skills are again reinforced throughout the course of the year. Class participation and completion of work are the foundation of the student's grades.

Students will read literature in all forms to gain an understanding of differences between American society and world societies as a means of discovering more the fundamental similarities between societies. Students will construct a definition of what society is, the effect that society has on the individual, and vice versa.

Course Competencies: This course will help the student meet the following competencies:

1. Students will write a five-paragraph essay with introduction, body, and conclusion.
2. Students will use writing as both a practical and a creative tool.
3. Students will identify and apply figurative language and literary terms.
4. Students will use study skills, note-taking techniques, and test-taking strategies.
5. Students will read and comprehend themes in fiction, non-fiction, poetry, and drama.

6. Students will analyze how writers and readers are influenced by social, personal, historical, and cultural context.
7. Students will relate themes and ideas in literature to life.
8. Students will use various oral and written communication strategies appropriate to individual situations including conflict, problem-solving, and relationships and to work as part of a team.

English 11 - 1 credit

The American Literature course is a survey of American Literature. This course is also closely connected with our 11th Grade American History Course. Short stories, informational text, novels, and poetry will be the backbone of the workload and will drive all other aspects of the course. Writing assignments, projects, grammar, and vocabulary will be based on the reading selections. Students should expect to and be capable of working independently on some assignments; motivation and focus are qualities emphasized and strengthened throughout the course. Work on the computer with Microsoft programs and the Internet will be mandatory for at least three of the major assignments. An ongoing research paper/project is worked on during the year.

Students will read, analyze, and discuss a variety of literature, including fiction; non-fiction; poetry; and drama written by American authors from different time periods.

Course Competencies: This course will help the student meet the following competencies:

1. Students will write a five-paragraph essay with introduction, body, and conclusion.
2. Students will use writing as both a practical and a creative tool.
3. Students will identify and apply figurative language and literary terms.
4. Students will use study skills, note-taking techniques, and test-taking strategies.
5. Students will read and comprehend themes in fiction, non-fiction, poetry, and drama.
6. Students will analyze how writers and readers are influenced by social, personal, historical, and cultural context.
7. Students will relate themes and ideas in literature to life.
8. Students will use various oral and written communication strategies appropriate to individual situations including conflict, problem-solving, and relationships and to work as part of a team.

English 12 - 1 credit

The British and European Literature course is a survey of European and British Literature. This course is closely connected to our 12th grade European History Course. Informational text, short stories, novels, and poetry will be the backbone of the workload and will drive all other aspects of the course. Writing assignments, projects, grammar, and vocabulary will be based on the reading selections. Students should expect to and be capable of working independently on some assignments; motivation and focus are qualities emphasized and strengthened throughout the course. Computer work will be an everyday part of the course; several of the major assignments will require internet and PowerPoint presentations.

Students will read and analyze selections from a variety of European and British authors throughout history. Students will gain an understanding of language as something that can change over time and is still changing even in the present. Students will also practice writing college entrance essays.

Course Competencies: This course will help the student meet the following competencies:

1. Students will write a five-paragraph essay with introduction, body, and conclusion.
2. Students will use writing as both a practical and a creative tool
3. Students will identify and apply figurative language and literary terms.

4. Students will use study skills, note-taking techniques, and test-taking strategies.
5. Students will read and comprehend themes in fiction, non-fiction, poetry, and drama.
6. Students will analyze how writers and readers are influenced by social, personal, historical, and cultural context.
7. Students will relate themes and ideas in literature to life.
8. Students will use various oral and written communication strategies appropriate to individual situations including conflict, problem-solving, and relationships and to work as part of a team.

Achieve 3000 – 1 credit

This course will assist students in developing reading comprehension through an interactive program and direct instruction. Achieve 3000 is one of the premier reading intervention programs. It is used in over 15,000 classrooms across all 50 states and is proven to assist students to achieve measurable gains. Students will read in every class and utilize reading strategies to reinforce comprehension. Each student will monitor and evaluate his/her own progress with the instructor. This course meets daily and is taught at a slower pace to provide students multiple experiences to maximize mastery of skills. Students will read a variety of literature both independently and as a class to improve reading comprehension and fluency. There will also be a selection of activities designed to improve writing skills. (Enrollment based on recommendation)

Basic Reading Skills Course – 1 credit

In Basic Reading Skills Course, you will learn a variety of reading strategies and apply techniques to improve your vocabulary skills. Each unit in this course builds on the previous unit and provides essential strategies required for reading critically, developing your vocabulary, and engaging with texts to understand what you read and go beyond understanding to analysis of texts.

Course Competencies: This course will help the student meet the following competencies:

1. Students will use strategies for summarizing and paraphrasing different types of texts.
2. Students will use different strategies, including taking notes to develop ideas for your writing. Prepare for reading and writing tests.
3. Students will explore the use of context clues, prefix clues, and a dictionary to find meanings of unknown words.
4. Students will learn to distinguish between commonly confused words, including homonyms and homophones.
5. Students will analyze figurative language used in text and identify the actual meaning of idioms.
6. Student's will use pre-reading strategies such as asking and answering questions, using prior knowledge, and reading between the lines to improve your reading comprehension.
7. Students will analyze text structures to identify the main idea and important details in a text.
8. Students will analyze organizational structures such as cause-and-effect and chronology in a text to understand the implied details.
9. Students will arrange sentences in logical order and use transitional words to connect sentences in a paragraph.
10. Students will use different clues to identify the meaning and setting implied in a text.
11. Students will identify details and information in illustrations, examples, and other graphics in a text.
12. Students will interpret mood and tone in a text.
13. Students will analyze context clues and imagery to better understand a writer's persuasive purpose.
14. Students will learn how to read and understand messages efficiently.
15. Students will learn how to read, interpret, and write to a business letter.

16. Students will explore various reading strategies to locate and analyze information in technical documents.
17. Students will identify errors and missing features in a set of directions and write clear directions.
18. Students will find the right form and understand the directions given in a form.

Information and Communication Technologies Course Description

Information and Communication Technology– .50 credits

The primary goal in the ICT class is to help integrate each curriculum area with computer literacy. This is achieved by exposing students to a wide variety of hands-on computer experiences which includes Microsoft Word, Excel, Power Point and Publisher. By providing a broad range of computer experiences, we help students understand how computers can facilitate learning in all subject areas.

We encourage students to respect one another's learning styles and different levels of computer expertise. Cooperative learning is encouraged so that the computer is viewed as a tool, not a toy.

An effective computer program provides students with the opportunity to be self-directed, to pose and pursue their own questions, to explore, construct and create. We encourage students to feel confident enough to explore and build on what they know.

The curriculum of the ICT class focuses on critical thinking, problem solving, and societal concerns born of the Information Age. While problem-solving skills are part of the curriculum in many areas of study, the core of computer science is the study of techniques of problem solving. These core principles of computer science will persist even as technology changes.

Course Competencies: This course will help the student meet the following competencies:

1. Students will develop technological fluency through the effective use of computers
2. Students will become familiar with various computer applications
3. Students will work independently and become problem solvers
4. Students will develop self-confidence as they develop their technological skills
5. Students will augment the learning in their academic areas by promoting the integration of computer use with classroom work
6. Students will participate in cooperative learning through group activities
7. Students will develop ethical computer usage.

World Languages Course Descriptions- (These courses may be offered through VLACS in addition to NESAFaculty)

French 1A -.50 credit

In French 1A, the students are introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of their social life. The students will start with basic sentence structures and grammatical tools, and they will learn to communicate by listening, speaking, reading, and writing in French as you internalize new vocabulary and grammar. The students will also learn about some regions of the French-speaking world which the central characters of each unit are visiting. The students will build on this semester's work as they advance in their French studies: everything that the students learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will use subject pronouns and match them with conjugated verb forms; use adjectives and articles and match them (by gender and number) with nouns.
2. Students will construct and comprehend, orally and in writing, sentences in French in the present tense with a variety of regular and irregular verbs.
3. Students will know when to use the verbs être (to be), savoir (to know) in several situations.
4. Students will ask and answer the questions about countries of origin using the verb venir (to come).
5. Students will use verbs like aimer, adorer, and n'aimer pas to express likes and dislikes.
6. Students will make comparisons and express agreement and disagreement.

French 1B - .50 credit

In French 1B, the students will be introduced to several common situations in which people describe how to earn, save, and manage money. The students will talk about modes of urban transportation, various seasons and the associated weather conditions, foods, clothes, and activities. The students will also describe various art forms, plays, concerts, and movies. The students will discuss health and wellbeing, and travel and tourism. The students will build on what they learned in the French 1A course to communicate by listening, speaking, reading, and writing in French as they internalize new vocabulary and grammar. The students will also learn about some regions of the French-speaking world where the central characters of each unit are visiting. The students will build on this semester's work as they advance in their French studies: everything that the students learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will practice conjugating regular verbs in the passé composé (past) tense using the auxiliary avoir.
2. Students will use the verbs devoir (to owe), épargner (to save), déposer (to deposit), retirer (to withdraw), and gagner (to earn) to describe how money is earned and saved, how to open a bank account, how to use credit and debit cards.
3. Students will use the passé composé tense of acheter (shop), payer (pay), and recevoir (receive).
4. Students will use passé composé of lire (read), emprunter (take out), prêter (lend) along with direct object pronouns.

5. Students will use the futur proche, or aller+infinitif to talk about what is happening now, and what is going to happen.
6. Students will use verbs such as jouer (act), practiquer (practice), memoriser (memorize), bouger (move) , and danser (dance) to describe the creation of art through drawing and painting, the various tools and techniques used by artists.
7. Students will practice verbs and vocabulary associated with music, bands, and concert-going.
8. Students will use subjunctive mode with il faut que (it is necessary that).
9. Students will introduce and practice reflexive verbs (with reflexive pronouns) in both the present tense and the imperative mode.
10. Students will use être to talk about where countries are and what their capitals are. Students will review the passé composé using the auxiliary verbs être and avoir to talk about past experiences in different countries.

French 2A - .50 credit

In French 2A, the students will be reintroduced to French in common situations, beginning with describing classes, school friends, teachers, and school supplies. The students will discuss different styles of dressing, housing, and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. The students will also describe daily personal routines and schedules, household chores and family responsibilities. Finally, the students will discuss different types of cuisine, dining establishments and dining etiquette. The students will build on what they learned in the French 1B course to communicate by listening, speaking, reading, and writing in French as you internalize new vocabulary and grammar. the student will also learn about some regions of the French-speaking world where the central characters of each unit are visiting. You will build on this semester's work as you advance in your French studies: everything that you learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will use subject pronouns such as je, tu, il/elle, nous, vous, and ils/elles in speech and writing.
2. Students will use interrogative words and question formation, including tag questions, negation, and inversion (formal and informal).
3. Students will use time order words and phrases such as la semaine dernière, l'été dernier, hier soir, avant-hier, etc.
4. Students will use superlatives and comparatives such as plus/moins...que, le/la plus, le/la moins, le/la meilleur(e)/mieux, le/la pire, etc.
5. Students will express likes and dislikes using verbs such as aimer, adorer, préférer, détester, admirer, apprécier, and hair.
6. Students will correctly use the complement d'object direct in both present and passé compose.
 ☐ Use words related to the descriptive past such as souvent, de temps en temps, toujours, jamais, plusieurs fois (frequently, often, occasionally, many times, always, never).
7. Students will differentiate between savoir (knowing how to or facts) and connaître (knowing someone or being familiar with something).
8. Students will use correct verbs to form idioms/idiomatic expressions: Avoir as it relates to idioms (avoir envie de, avoir l'intention de etc.). Students will use verbs and phrases such as vouloir - que voudriez-vous?/je veux; prendre - que prenez-vous?/je vais prendre; and coûter - combien coûte to order food.
9. Students will soften commands using the present subjunctive.

French 2B -.50 credits

In French 2B, the students will be reintroduced to French in common situations, beginning with various professions and career plans. The students will discuss traveling to different regions and the flora and fauna found in each region and describe different types of trips, including road trips, camping, and ecotourism. The students will also describe different hobbies, activities, and crafts that people enjoy. Finally, students will discuss about different medical specialists, including dentists and veterinarians, and describe symptoms related to illness and injury. The students will build on what they learned in the French 2A course to communicate by listening, speaking, reading, and writing in French as they internalize new vocabulary and grammar. The students will also learn about some regions of the French-speaking world where the central characters of each unit are visiting. The students will build on this semester's work as they advance in their French studies: everything that the students learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will construct futur proche, future simple and irregular future tense.
2. Students will use conditional mood: regular and irregular verbs. ☐ Use prepositions to describe relative location (à côté de, sous, derrière, and devant)
3. Students will use verbs describing animal sounds japper (bark), miauler (meow), chanter (sing), etc.
4. Students will use subjunctive irregular and stem-changing verbs such as boire, prendre, venir, faire, savoir, aller, vouloir, envoyer, être, avoir, etc.
5. Students will use expressions with faire and jouer (faire du cyclisme, jouer au football) in the past tense.
6. Students will correctly use the two past tenses to narrate a visit to the doctor including when it was (passé composé) and why the person went (imparfait: wasn't feeling well, felt sick, etc.), using reflexive verbs in the past with être.
7. Students will use transitive and intransitive verbs of motion such as sortir, passer, and monter.
8. Students will contrast similar expressions that do and do not use the subjunctive (il est probable que vs. il n'est pas probable que, il est certain que vs. il n'est pas certain que, etc.).
9. Students will use conditional tense to plan trips (aimer, pouvoir, vouloir, etc.).

Spanish 1A - .50 credit

In Spanish 1A, the student will be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of your social life. The student will start with basic sentence structures and grammatical tools, and the student will learn to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. The student will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. The student will build on this semester's work as they advance in their Spanish studies: everything that the student learns about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will use subject pronouns and match them with conjugated verb forms; use adjectives and articles and match them (by gender and number) with nouns.
2. Students will construct and comprehend, orally and in writing, sentences in Spanish in the present tense with a variety of regular and irregular verbs.
3. Student will know when to use the verbs *estar* or *ser* (to be), *conocer* or *saber* (to know) in several situations.
4. Students will ask and answer questions about people's names (using the reflexive verb *llamarse*) and national origins, and to discuss dates and time of day.
5. Students will count and recognize the numbers in Spanish up to 1,000.
6. Students will use verbs like *gustar*, *encantar*, and *disgustar* to express likes and dislikes.
7. Students will make comparisons and express agreement and disagreement

Spanish 1B- .50 credit

In Spanish 1B, the student will be introduced to several common situations in which people describe how to earn, save, and manage money, modes of urban transportation, various seasons and the associated weather conditions, food, clothes, and activities. The student will also describe various art forms, plays, concerts, and movies. The student will discuss health and well-being and travel and tourism. The student will build on what you learned in the Spanish 1A course to communicate by listening, speaking, reading, and writing in Spanish as you internalize new vocabulary and grammar. The student will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. The student will build on this semester's work as they advance in their Spanish studies: everything that the student learns about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will use regular verbs in the preterite (past) tense.
2. Students will use direct-object pronouns and the preterite of *leer* (read), *sacar* (take out), and *prestar* (lend), along with direct-object pronouns.
3. Students will construct and comprehend, orally and in writing, sentences in Spanish in the preterite tense with a variety of regular and irregular verbs.
4. Students will use the present tense to describe weather conditions and the associated food, clothing, and activities.
5. Students will use the verbs *hacer* and *estar* to describe weather conditions.
6. Students will use *ir* + *a* to talk about what is going to happen in the future.
7. Students will use future tense to talk about weather forecast.
8. Use subjunctive mood with *para que* (so that or in order that).

Spanish 2A- .50 credit

In Spanish 2A, the student will be reintroduced to Spanish in common situations, beginning with describing classes, school friends, teachers, and school supplies. the student will discuss different styles of dressing, housing, and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. The student will also describe daily personal routines and schedules, household chores and family responsibilities. Finally, the student will discuss different types of cuisine, dining establishments, and dining etiquette. The student will build on what student learned in Spanish 1B to communicate by listening, speaking, reading, and writing in Spanish as the student internalizes new vocabulary and grammar. The student will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. Student's will build on this semester's work as the student advances in their Spanish studies: everything

that the student learns about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will use subject pronouns correctly in speech and writing.
2. Students will use regular present tense verb endings of -ar, -er, -ir verbs and go/yo verbs: hacer, poner, tener, decir, salir, and venir.
3. Students will use correct masculine and feminine definite and indefinite articles.
4. Use correct gender and number with nouns and adjectives.
5. Use interrogative words and question formation, including tag questions, negation, and inversion.
6. Students will use time order words and phrases: la semana pasada (last week), el verano pasado (last summer), la noche antes de ayer (yesterday evening), and anteayer (the day before yesterday).
7. Students will make comparisons of equality and inequality.
8. Students will correctly place object pronouns in commands.
9. Students will use verbs and phrases for ordering food (pedir, servir, freír, repetir, reservar, and me gustaria).
10. Students will use spell changers in the present tense (zco in the yo verbs, -ger verbs that spell change to j in the yo form).
11. Students will use cooking terms in the imperative (medir, hervir, añadir, cocinar, cortar, preparar, and hornear).
12. Students will use frequency words (una vez, muchas veces, con frecuencia, a menudo, and nunca).
13. Students will use correct verbs to form idioms/idiomatic expressions.

Spanish 2B- .50 credit

In Spanish 2B, the student will be reintroduced to Spanish in common situations, beginning with various professions and career plans. the student will discuss traveling to different regions and the flora and fauna found in each region and describe different types of trips, including road trips, camping, and ecotourism. the student will also describe different hobbies, activities, and crafts that people enjoy. Finally, the student will discuss about different medical specialists, including dentists and veterinarians, and describe symptoms related to illness and injury. The student will build on what you learned in the Spanish 2A course to communicate by listening, speaking, reading, and writing in Spanish as you internalize new vocabulary and grammar. The student will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. The student will build on this semester's work as they advance in their Spanish studies: everything that the student learns about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will use different verbs to talk about sightseeing.
2. Students will use direction words appropriately e.g., north (norte), south (sur), east (este), west (oeste), to the right (a la derecha), to the left (a la izquierda), distance (distancia), legend on map (signos).
3. Students will correctly use the two past tenses to narrate a visit to the doctor, including when it was (preterite) and why the person went (imperfect—wasn't feeling well, felt sick, etc.).
4. Students will use augmentative suffixes (-on, -ona, etc.) and diminutive endings (-ito, -cito, etc.).

5. Students will use present subjunctive with stem-changing verbs such as cerrar (to close), pedir (to ask for), perder (to lose), encontrar (to find), recordar (to remember), divertirse (to have fun), and dormir (to sleep).
6. Students will use commands related to giving directions, including irregular affirmative tú commands— put (pon), have (ten), leave (sal), come (ven), say (di), do (haz), be (sé), go (ve).
7. Students will introduce gerunds (present participles) to form the present progressive tense: swimming (nadando), playing (jugando), eating (comiendo), and growing (creciendo).
8. Students will use prepositions of place to describe relative locations of geographic features, including next to (al lado de), on top of (encima de), behind (detrás de), in front of (delante de).

Spanish 3A - .50 credit

In Spanish 3A, the student will be reintroduced to Spanish in common situations, beginning with various daily routines, describing friends and family, childhood memories and activities, and childhood hopes and aspirations. The student will discuss and describe art, such as paintings and sculptures, and literature, such as novels and novellas, and give reactions and form opinions about art and literature. The student will also understand the process of selecting and applying to a university, aspirations at the university, and dealing with leaving home and moving into a dormitory. Further, the student will describe university life and expectations from the university experience. The student will explore the dynamics and challenges of multiethnic and developing societies, environmental and social issues, causes and possible resolutions, and learning about unfamiliar countries using technology. Finally, the student will discuss current events reported in the media, different types of classified and other types of advertisement in the media (both print and online), the sections and supplements of a newspaper or magazine, and various jobs available in the media.

The student will build on what they learned in Spanish 2 to communicate by listening, speaking, reading, and writing in Spanish as you internalize new vocabulary and grammar. The student will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. The student will build on this semester's work as you advance in your Spanish studies: everything that you learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Competencies: This course will help the student meet the following competencies:

1. Review subject pronouns, reflexive verbs and reflexive pronouns, possessive adjectives, and definite and indefinite articles.
2. Review the present tense, the preterite tense, the imperfect tense, and the present subjunctive forms of regular, irregular, and stem-changing verbs, and some verbs that have a special meaning in the preterite.
3. Review adjectives for nationalities, personality and physical traits, size, color, and emotions, and noun-adjective agreement, and review adverbs of time and sequencing terms.
4. Use the construction preterite + **hace** + time to express how long ago something happened.
5. Use comparatives and superlatives.
6. Understand the different meanings and uses of the verbs **ser** and **estar**.
7. Use verbs like **gustar** (**gustar, faltar, encantar, parecer, aburrir, fascinar, interesar, disgustar**) with indirect object pronouns, and review direct and indirect object pronouns.
8. Use the regular and irregular conditional mood, the present progressive tense, and the regular and irregular future tense, and the phrase **ir + a + infinitive**.
9. Use the imperfect progressive and the future progressive tense.

10. Understand the use and formation of negative and affirmative **tú, nosotros, usted, and ustedes** commands, and the correct placement of direct and indirect object pronouns (and double object pronouns) when using commands.
11. Use the imperfect subjunctive, the imperfect subjunctive with **si** clauses, and the conditional mood with the imperfect subjunctive.
12. Use adverbial conjunctions of time and the subjunctive with adverbial conjunctions of time and introduce and use contrasting (adversative) conjunctions.

Spanish 3B - .50 credit

In Spanish 3B, the student will be reintroduced to Spanish in a variety of situations, beginning with multiculturalism, bilingualism, cultural influences on traditions, customs, food, and social experiences, and legends and folklore from different cultures. The student will discuss and describe genres of music, poetry, drama, and short stories, and proverbs from different cultures. The student will also explore how geographical features affect the weather, and how the geography and weather affect the clothing, food, and livelihoods of the local population. The student will also understand the history of Venezuela and how the Spanish conquerors and indigenous people shaped the culture of the country, and the student will learn about the South American independence movement, including some significant freedom fighters and their struggles to win independence. You will also discuss religions practiced in Argentina, the cultural icons of the country and how they compare to cultural icons from other countries, sports and activities in Argentina, some national symbols, such as the gauchos, and idioms and sayings from Argentina. Finally, the student will discuss types of wildlife and natural and agricultural resources found in Costa Rica, the human resources of the country that help overcome economic and natural disasters, and how to write formal and informal letters to share experiences.

Course Competencies: This course will help the student meet the following competencies:

1. Use the present subjunctive, the imperfect subjunctive, the present perfect subjunctive, the past perfect subjunctive, and the pluperfect subjunctive.
2. Review the imperfect and the preterite tenses.
3. Review the conditional mood, the conditional mood with **si** clauses, and the future tense.
4. Use the present perfect tense, the conditional perfect tense, the future perfect tense, and the future progressive tense.
5. Understand the different uses of the words **que, por, para, and hay**.
6. Understand the use and omission of definite and indefinite articles.
7. Understand the obsolete future subjunctive and how it has been replaced by the present subjunctive.
8. Use comparisons of equality and inequality and review comparatives and superlatives.
9. Use verbs that change spelling in the preterite tense.
10. Use impersonal expressions with **se** and use **hay que**.
11. Use the passive voice with **ser** + past participle.
12. Understand the use and placement of negative and affirmative words.

Health Course Descriptions

Health- .50 credit

Everyone needs to take care of their body, but we aren't necessarily born with the knowledge of how to go about it. It's important to invest time and energy into understanding what it means to be healthy.

Through health education, students learn to obtain, interpret, and apply health information and services in ways that protect and promote personal, family, and community health.

Critical health content areas by strand that are covered in this course are Nutrition and Physical Activity; Alcohol, Tobacco, and Other Drugs; Safety; Social and Emotional Health; Personal Health and Wellness; HIV Prevention and Sexuality Education. All students will show competence in the following eight health education content standards.

Course Competencies: This course will help the student meet the following competencies:

1. Students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
2. Students will access valid health information and appropriate health promoting products and services.
3. Students will practice health enhancing behaviors and reduce health risks.
4. Students will analyze the influence of cultural beliefs, media, and technology on health.
5. Students will use goal setting skills to enhance health.
6. Students will use decision-making skills to enhance health.
7. Students will demonstrate effective interpersonal communication and other social skills which enhance health.
8. Students will demonstrate advocacy skills for enhanced personal, family, and community health.

Physical Education Course Descriptions

Personal Health and Fitness- 1 credit

This combined health and PE course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the course. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health.

Course Competencies: This course will help the student meet the following competencies:

1. Students will understand the importance of sound health and fitness principles as they relate to better health.
2. Students will define the various health components of fitness.
3. Students will recognize the physical and mental benefits of increased activity.
4. Students will understand anatomy, basic biomechanical principles and terminology.
5. Students will determine factors involved with development, fitness levels and training strategies.
6. Students will examine the effect of nutrition, rest and other lifestyle factors that contribute to better health.
7. Students will be exposed to a variety of activities providing them the opportunity to apply learned fundamental skills.
8. Students will utilize physical activity as a tool to manage stress.
9. Students will empower themselves by setting and working toward realistic individual goals.
10. Students will participate in active learning to stimulate continued inquiry about physical education, health, and fitness.
11. Students will demonstrate proficiency through knowledge and acquired skills enabling them to understand and utilize various training methods.
12. Students will identify common health and fitness myths along with trends involved with the evolving nature of physical education.

Physical Education- 1 credit

Your body is a machine that has certain needs—if you treat it well, it should be able to serve you well. But what can you do to promote a fit and healthy body? A course in physical education can show you. By definition, physical education is instruction in exercise and physical activity. It teaches you how to maintain your personal fitness, how to measure different aspects of physical fitness, and how to avoid injury while exercising. It's all about getting active and setting your body in motion. By measuring health and fitness with objective data, it's possible to improve your health in a methodical way. Exercise helps you feel good about yourself and helps you sidestep the health problems that often accompany poor levels of fitness.

Course Competencies: This course will help the student meet the following competencies:

9. Students will maintain and further develop the fundamental movement skills in open environments
10. Students will demonstrate competence in applying basic locomotor, non-locomotor, and manipulative skills in the execution of more complex skills

11. Students will use complex movements and patterns within a variety of dynamic environments
12. Students will develop advanced skills in selected physical activities
13. Students will participate in a wide variety of activities, including dance, games, sports, and lifetime physical activities
14. Students will demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances
15. Students will use self, peer, teacher, and technological resources as tools to implement performance improvements in self and others
16. Students will demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations
17. Students will regularly engage in moderate to vigorous physical activities of their choice on a regular basis
18. Students will apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes
19. Students will apply, evaluate, and analyze critical elements of physical activity concepts to increasingly complex game forms
20. Students will engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level
21. Students will assess and adjust activities to maintain or improve personal level of health-related fitness
22. Students will use physiological data to adjust levels of exercise and nutrient intake to promote wellness
23. Students will use the results of fitness assessments to guide changes in her or his personal programs of physical activity
24. Students will design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles
25. Students will apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
26. Students will demonstrate leadership and cooperation to accomplish the goals of different physical activities
27. Students will develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
28. Students will demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same
29. Students will make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living
30. Student will use physical activity as a means of creative expression
31. Students will use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships within their family and community.
32. Students will seek personally challenging experiences through physical activity as a means to personal growth
33. Students will persist in practicing activities to increase specific skill competence in areas of interest
34. Students will experiment with new physical activities as part of a personal improvement plan

Technology Education Course Descriptions

Energy and the Environment- (This course was created by Project Lead the Way)

Clean water, clean air, a sustainable world! Students use tools such as the engineering design process, an engineering notebook, and alternative energy modeling to invent and innovate. Learn how creative thinking and problem solving can change your world! In the Energy and the Environment course (EE), students are challenged to think big and look toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.

App Creators- (This course was created by Project Lead the Way)

Have you ever wondered how mobile apps are created? Students learn and apply computational thinking and technical knowledge and skills to create mobile apps. Students also acquire and apply skills pertaining to the design process, problem solving, persistence, collaboration, and communication. Go beyond being an app consumer and become an app creator! App Creators introduces students to the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of the application of computer science to society as well as other disciplines, particularly biomedical science. The course provides students opportunities for self-expression. Teams identify a personal or community problem of interest to them that can be solved with a mobile app solution. The problem can address issues such as health and wellness, the environment, school culture, emergency preparedness, education, community service—the options are endless!

Magic of Electrons- (This course was created by Project Lead the Way)

How do electricity and electronics affect my life? Students use tools such as the engineering design process, an engineering notebook, computer simulations, and circuit design prototyping materials to invent and innovate. Learn how creative thinking and problem solving can change your world!

Through hands-on projects, students explore electricity, the behavior, and parts of atoms, and sensing devices in the Magic of Electrons (ME) unit. They learn knowledge and skills in basic circuitry design and examine the impact of electricity on the world around them.

Medical Detectives (This course was created by Project Lead the Way)

Solve medical mysteries by performing a brain dissection and conducting crime scene investigations! Students use tools such as the engineering design process, an engineering notebook, and the electrophoresis to solve a murder! Learn how creative thinking and problem solving can change your world! In the Medical Detectives course, students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene”. They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

Mathematics Course Descriptions

Basic Math - 1 credit

The objective of the course is to strengthen students' number sense and basic computation skills with a focus on math in life and work. Whole numbers, fractions, and decimals are practiced throughout the course. Experiential learning including math- based projects, manipulatives and group problem solving will overshadow the traditional teacher lecture approach. This is a helpful course for students who have struggled with the foundations of math and need more time with them before continuing to Algebra.

Course Competencies: This course will help the student meet the following competencies:

1. Students will understand operations on whole numbers.
2. Students will understand basic graphs, tables and charts containing whole numbers. Students will understand operations involving decimals and percent with a focus on money.
3. Students will understand operations involving fractions with equivalent or related denominators ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{16}$) Students will understand basic concepts of geometry and use tools to make measurements in both standard and metric units.
4. Students will understand the strategies to problem-solving.
5. Students will practice using the skills they have learned in on-the-job situations.
6. Students will research the mathematical requirements of various college majors.

Pre-Algebra - 1 credit

This course is an introduction to Algebra concepts. Operations with positive and negative numbers, work with fractions, decimals, and percent's, evaluating algebraic expressions and solving simple equations are among the topics covered. It is the last step before Algebra 1.

Course Competencies: This course will help the student meet the following competencies:

1. Students will understand operations on integers.
2. Students will solve equations involving one variable.
3. Students will understand operations with exponents and roots on integers.
4. Students will understand graphs, tables and charts containing different forms of values.
5. Students will understand operations involving decimals, ratios, proportions, and percent.
6. Students will understand operations involving rational numbers with unlike denominators, improper fractions, or mixed numbers.
7. Students will understand concepts of geometry and use tools to make measurements in both standard and metric units.
8. Students will understand the strategies to problem-solving.
9. Students will practice using mathematics on the job.

Algebra 1 A - 1 credit

This course is comprised of basic Algebra concepts. Specific topics include the properties of real numbers, sets, equations, inequalities, polynomials, and factoring, among others. Math based projects

will be assigned and will break up the book work, which is the basis of the course load. This course is intended for students in Grade 9.

Course Competencies: This course will help the student meet the following competencies:

1. Students will understand operations on integers.
2. Students will understand operations with exponents and roots on integers.
3. Students will solve equations involving one and two variables and find solution sets.
4. Students will understand rules of arithmetic.
5. Students will understand graphs, tables and charts containing different forms of values.
6. Students will understand graphing of equalities, inequalities, and solution sets.
7. Students will understand solving equations involving ratios, proportions, and percent.
8. Students will understand operations with polynomials and rational expressions.
9. Students will understand factoring trinomials.
10. Students will understand the concepts of statistics to find central tendencies and analyze data.
11. Students will practice using the skills they have learned in on-the-job situations.
12. Students will research the mathematical requirements of various college majors.

Algebra 1B - 1 credit

Algebra 1b is the second part of a two-year program that completes the Algebra 1 curriculum. It is designed for the student that needs a slower pace and supplementary materials to achieve mastery of the fundamental concepts in Algebra. This course is also an option for students who need additional reinforcement before entering Algebra 2. This course is intended for students in Grade 11.

Course Competencies: This course will help the student meet the following competencies:

1. Students will solve equations involving one and two variables and find solution sets.
2. Students will understand graphing of equalities and inequalities.
3. Students will utilize matrices to identify solution sets.
4. Students will understand operations with rational expressions.
5. Students will understand operations with radicals, rationalizing denominators, and solving equations containing radicals.
6. Students will understand factoring trinomials, completing the square, and solutions using the quadratic formula.

Geometry- 1 credit

Students work with the tools of geometry and discover geometric properties by experimentation. All traditional topics are presented, with a greater emphasis on inductive reasoning rather than deductive reasoning. Formal geometric proofs are not introduced in this course. This course focuses on problem solving and extra time is allotted for cooperative learning activities. This course is intended for 10th grade students.

Course Competencies: This course will help the student meet the following competencies:

1. Students will understand the concepts of lines, planes, angles, transversals, and parallel and perpendicular lines.
2. Students will understand the basics of logic regarding geometry.
3. Students will understand concepts of triangles and quadrilaterals to identify figures with three or four sides.

4. Students will understand concepts of right triangles, Pythagorean Theorem, and trigonometric ratios to find missing sides of triangles.
5. Students will understand formulae to find perimeter, area, circumference, surface area and volume of figures.
6. Students will understand the concepts of congruency and similarity to compare, prove and translate figures.
7. Students will practice using the skills they have learned in on-the-job situations.
8. Students will research the mathematical requirements of various college majors.

Algebra 2A – .50 credit

Algebra 2, Semester A, is a single-semester course designed to cultivate and periodically assess your subject-matter knowledge while strengthening your mathematical skills. This course includes lessons that focus on the interpretation of polynomial and rational expressions. You'll learn to create, graph, and solve equations and inequalities. You'll also identify the key features of different types of functions and analyze them with tables, graphs, and equations.

Course Competencies: This course will help the student meet the following competencies:

1. Rewrite polynomial expressions to prove identities and theorems.
2. Create and solve formulas for geometric series.
3. Apply properties of complex numbers to quadratic solutions and polynomial identities.
4. Solve rational and radical equations in one variable and create systems of equations and inequalities to determine the validity of solutions.
5. Create equations in two or more variables and graph the equations to display their relationship.
6. Solve polynomial, rational, and radical equations by using graphs and tables.
7. Analyze polynomial functions, apply the remainder theorem, and identify zeros and factorizations in real and complex forms.
8. Interpret the key features of polynomial, radical, and logarithmic functions with tables and graphs.

Algebra 2B – .50 credit

Algebra 2, Semester B, is a single-semester course designed to cultivate and periodically assess your subject-matter knowledge while strengthening your mathematical skills. This course includes lessons that focus on function transformations on the coordinate plane, the inverse of functions, and the properties of functions. You'll learn to create and graph trigonometric functions and identify their key features. Toward the end of this course, you will build your understanding of the key concepts of probability and statistics.

Course Competencies: This course will help the student meet the following competencies:

1. Transform the graphs of functions in the coordinate plane.
2. Find the inverses of simple rational, radical, and exponential functions.
3. Compare and translate among representations of nonlinear functions.
4. Connect the ideas of radian measure and arc length to the trigonometric origins of the unit circle while also proving and applying the Pythagorean identity

5. Graph and identify the key features of trigonometric functions and their transformations.
6. Interpret the key features of trigonometric functions and use those features to model periodic, real-world phenomena.
7. Compare statistical models with experimental and observational data.
8. Construct and analyze fair decisions and strategies based on probability concepts and methods.
9. Fit data to a normal distribution and estimate population percentages and area using the normal distribution curve.
10. Evaluate reports based on real-world data for accuracy, bias, and validity.

Science Course Descriptions

Physical Science - 1 credit

This is a basic course in physical science that will stress the general principles of chemistry and physics. The basic physics section will include emphasis in simple machines, basic electricity, and the various forms of energy. The chemistry section will cover matter, mixtures, and compounds. The student will be presented with the practical side of physical science that emphasizes the everyday uses of physics and chemistry. Laboratory skills will include measure mass and volumes, measure temperature, measure melting point and boiling point, filtering and decanting, graphing, interpretation of data, observation, description, recording, measuring pH, titration, pressure of gases, calorimetry, and preparation of solutions.

Course Competencies: This course will help the student meet the following competencies:

1. Students will understand that substances have distinct physical and chemical properties, resulting from their atomic arrangements that define how they interact with other substances.
2. Students will understand that atomic theory provides an explanation for the patterns found in the Periodic Table.
3. Students will understand that simple machines make up components/tools that make our lives easier.
4. Students will understand that energy can neither be created nor destroyed but can be stored, transferred, or transformed.
5. Students will understand that all energy can be kinetic energy, potential energy, or energy contained by a field.
6. Students will understand Newton's Laws and the causes of motion.
7. Students will understand that electricity and magnetism are two aspects of a single electromagnetic force.
8. Students will understand that electromagnetic and mechanical waves transfer energy.
9. Students will understand that there is a synergy between the growth of scientific knowledge and the development of technology.
10. Students will understand how technology is used to identify, understand, and solve local and global issues.
1. Students will combine technology and the scientific method to complete tasks using robotics engineering.

Biology – 1 credit

This is a basic course in biology that will stress general biological principles such as the interrelationships of the biotic to the abiotic world, the place of humans in the ecological scheme of life and a basic taxonomic survey of living things. There will also be some coverage of basic genetics. This course will be laboratory oriented. Students will investigate themes of biology through independent research and various projects.

Course Competencies: This course will help the student meet the following competencies:

1. Students will understand that all living organisms share similar characteristics.
2. Students will understand that matter and energy cycle through organisms and their environment.
3. Students will understand that organisms have levels of organization and complexity.
4. Students will understand the development of reproduction starting at the cellular level.
5. Students will understand Man's personal and worldwide impact on ecosystems.

6. Students will understand that organisms show evidence of evolution and natural selection over time.
7. Students will understand that the growth of scientific knowledge in life science has been advanced through the development of technology and is used to identify, understand, and solve local and global issues.
8. Students will understand that modern classification systems group organisms by degree of relatedness
9. Students will understand that heredity is affected by genetic variation at the molecular level (nucleic acids, DNA, chromosomes, genes).
10. Students will understand there are abiotic and biotic factors that impact human systems (drugs, bacteria, viruses, cancer, and genetics).

Physics A- .50 credits

Physics is one of the three main fields of science, along with biology and chemistry. If asked what biology and chemistry deal with, most of us can come up with a one-word answer: life and chemicals respectively. Physics though, often seems like a grab bag of topics, including motion, magnets, machines, light, sound, and electrical circuits. The common thread running through all these things is that they each illustrate some very basic mathematical laws in our physical world. In brief, physics is the scientific study of matter, energy, and their most fundamental physical interactions, including attractions, repulsions, and collisions. In Physics A, you will learn about the “basics” of physics: how to describe and analyze motion, how forces interact with matter, and how to further describe these interactions with the aid of the concepts of energy and momentum. Finally, you’ll explore one more specialized topic, thermodynamics, the physics of heat.

Course Competencies: This course will help the student meet the following competencies:

Physics B- .50 credits

Physics is one of the three main fields of science, along with biology and chemistry. If asked what biology and chemistry deal with, most of us can come up with a one-word answer: life and chemicals respectively. Physics, though, often seems like a grab bag of topics, including motion, magnets, machines, light, sound, and electrical circuits. The common thread running through all these things is that they each illustrate some basic mathematical laws in our physical world. In brief, physics is the scientific study of matter, energy, and their most fundamental physical interactions, including attractions, repulsions, and collisions. In Physics B, you will use your physical understanding of motion, forces and energy and apply that knowledge to some important, specialized topics in physics: the behavior of waves, applications of wave theory to light and optics, the interaction of electrical and magnetic forces, and the special “non-Newtonian” properties of energy and matter described by quantum theory.

Course Competencies: This course will help the student meet the following competencies:

1. Students will learn about the behavior and special properties of waves, such as the ability to
2. bend and to reflect the direction of waves as they travel.
3. Investigate electromagnetic radiation, including x-rays, visible light, and radio waves. Explore electric charges and their interactions with each other.
4. Learn about simple electric circuits and be able to determine important values related to that circuit, including current, resistances, power, and energy.

- Find out about the relationship between electricity and magnetism and explore some of the special mathematical relationships and applications in which magnetic forces and electrical forces and charges interact.
- Explore the “non-Newtonian” world of quantum physics, including the quantum interpretation of light and a modern understanding of matter, especially regarding
- nuclear forces and interactions.

Chemistry- 1 credit

Chemistry is the study of matter and how it changes. This course looks at matter’s composition, properties, and transformations. Students will explore the structure and properties of matter. They will analyze and construct the periodic table of elements and compare elements based on their atomic structures and relative positions in the periodic table. The student will also discuss the chemical bonding taking place in ionic and covalent compounds and metals and they will predict the outcome of chemical reactions based on the reactants involved. Students will calculate the theoretical quantities of substances involved in a chemical reaction through the study of stoichiometry. The student will analyze chemical reactions that involve aqueous solutions, acids and bases, and gases. The student will see how gases respond to changes in pressure, volume, temperature, and quantity through the ideal gas law. The student will also calculate changes in temperature caused by physical and chemical processes and analyze reactions in terms of bond energies. Finally, the student will understand how atoms are changed by the unique processes of radioactive decay, nuclear fusion, and nuclear fission.

Course Competencies: This course will help the student meet the following competencies:

- Describe the nature of the physical sciences.
- Explain ways in which scientists collect and share information.
- Distinguish between different forms of matter and describe their physical and chemical properties.
- Compare atoms and describe the structure of an atom of a given element.
- Compare the properties of the elements based on their electron structures and their relative positions in the periodic table.
- Predict the structures of ionic, covalent, polyatomic, and organic compounds, and describe their typical properties.
- Predict the outcome of simple chemical reactions based on the structures and properties of the reactants.
- Describe chemical reactions in terms of precipitation, oxidation, and reduction
- Perform scientific calculations using dimensional analysis and communicate answers to the correct number of significant figures.
- Calculate the theoretical quantity of product made by a reaction or of reactant required for a reaction.
- Analyze substances and determine their composition based on empirical data.
- Describe how gases respond to changes in pressure, volume, temperature, and quantity, and relate these factors for any sample of a gas.
- Apply the ideal gas law.
- Describe aqueous solutions (those with water) both qualitatively and quantitatively.
- Identify acids and bases in aqueous solutions.
- Relate the theoretical and actual quantities of reactant and product in a chemical reaction that involves gases or solutions.
- Calculate changes in temperature caused by physical and chemical processes.

18. Analyze endothermic and exothermic reactions in terms of the bond energies of the reactants and the products.
19. Explain how atoms are changed by the processes of radioactive decay, nuclear fission, and nuclear fusion.

Earth and Space Science- Semester A- .50 credit

Science is the study of the natural world. It relies on experimentation and physical evidence to describe the natural events that occur around us. Earth and Space Science A begins with space. The student will observe the phases of the Moon and use scientific evidence to understand how Earth, the Sun, and the Moon interact. The student will also examine other celestial objects in our solar system. This course describes the history of Earth through the study of energy flow, weathering and erosion, the rock cycle, and tectonic plate movements. The student will apply an understanding of the three states of matter to explain the water cycle and other systems on Earth. The course ends with a discussion of Earth's natural resources.

Course Competencies: This course will help the student meet the following competencies:

1. Students will demonstrate knowledge of the history and aquatic habitats of our planet with various projects.
2. Students will demonstrate knowledge of topography and seasonal aspects of our oceans with hands-on models.
3. Students will demonstrate knowledge of currents, properties of water, and weather patterns by studying various locations with data on weather and ocean conditions.
4. Students will demonstrate knowledge of abiotic-biotic interactions, population dynamics, biodiversity, and invasive species impacts within our oceans using research projects.
5. Students will demonstrate knowledge of abiotic-biotic interactions within marine habitats by creating various visual models.
6. Students will demonstrate knowledge acting as wildlife biologists to interpret satellite data and migration patterns for marine organisms, making connections to the influence of physical or chemical properties changing in the ocean
7. Students will demonstrate knowledge of human impacts on the ocean by examining issues and the role humans' play (either positive or negative) along with the importance of marine protection.

Earth and Space Science- Semester B- .50 credit

Science is the study of the natural world. It relies on experimentation and physical evidence to describe the natural events that occur around us. Earth and Space Science B explains how convection shapes the weather, climate, and movement of ocean currents on Earth. The course takes an in-depth look at

climate change and the greenhouse effect in Earth's atmosphere. It draws attention to severe weather events and describes how technology plays a role in keeping communities safe. It also explores how the growing human population poses challenges for the distribution of Earth's natural resources today and in the future.

Course Competencies: This course will help the student meet the following competencies:

1. Students will use modeling of ocean currents to explain geological processes in the ocean.
2. Students will describe how the uneven heating of Earth affects its weather and climate.
3. Students will use data from weather maps to explain the motion of air masses.
4. Students will use data collection tools to draw conclusions about current weather conditions.
5. Students will collect data to show how the mixing of air masses causes weather changes.
6. Students will develop and use a model to explain how landforms affect the weather and climate.
7. Students will model the greenhouse effect using temperature as a dependent variable.
8. Students will explain how current trends in carbon dioxide levels affect Earth's climate.
9. Students will analyze evidence of climate change and present your findings.
10. Students will determine the effectiveness of different methods of addressing climate change.
11. Students will build a model of an ocean, and design features to protect shorelines from a tsunami.
12. Students will use historical evidence of natural hazards to determine the disaster risk of a region.
13. Students will build a seismograph model and engineer a model building that can withstand an earthquake.
14. Students will analyze data to explain how technology can limit the risk of damage from natural hazards.
15. Students will explain how the growing number of humans and their use of natural resources affect Earth's systems.
16. Students will design methods to reduce the negative impact that humans have on the environment.

Social Studies Course Descriptions

American Government - .50 credits

The American Government provides an overview of the structure and functions of the American government and political institutions and examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. This course will examine the structure and function of state and local government and may cover certain economic and legal topics. This course examines the general structure and functions of American systems of government, the role, and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system.

Course Competencies: This course will help the student meet the following competencies:

1. Students will pick their state and study it from a full social science point of view
2. Students will explain how the history of a state lead to it formation of government
3. Students will learn the main economic indicators and functions of their state
4. Students will be able discuss the cultural and historical themes of their state
5. Students will identify the structures and functions of government at various levels, e.g., county—role of the sheriff's office, or nation—role of providing the defense of the country.
6. Students will examine how institutions and individuals make, apply, and enforce rules and laws, e.g., the Federal Communications Commission regulations on television broadcast standards or local public hearings on zoning regulations.
7. Students will describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution, e.g., the rule of law or individual rights and responsibilities.
8. Students will analyze the evolution of the United States Constitution as a living document, e.g., the Bill of Rights or Plessy v. Ferguson.
9. Students will describe the roles and responsibilities of the United States and New Hampshire judicial systems, e.g., resolution of conflict between states or New Hampshire Legislature's use of advisory opinions from the New Hampshire Supreme Court.
10. Students will discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues, e.g., intellectual property rights or global warming.
11. Students will demonstrate responsible practices within the political process, e.g., registering to vote or taking civic action.
12. Students will have the opportunity to practice citizenship in the school and community.

American History I – 0.5 credit

US History is the study of the events, people, and culture of the United States over time. In US History I, the student will learn about the process of historical inquiry, review the events and principles behind the founding of the United States, and then apply historical inquiry to analyze societal issues, trends, and events from the Civil War through the Great Depression. The student will explore timelines to gain an understanding of how events link to each other and analyze historical documents for a firsthand sense of how events unfolded. Student's will also gather evidence from relevant documents and historical texts to develop credible explanations of events in US history. The student will then use that evidence to evaluate change and continuity over time by writing essays and creating presentations about broad periods of historical development.

Course Competencies: This course will help the student meet the following competencies:

1. Students will build the skills of historical inquiry, including gathering sources and analyzing documents.

2. Students will solidify an understanding of the American Revolution and the founding of the United States.
3. Students will review the events leading to the Civil War and the primary battles and events of the war.
4. Students will explore the effects of the Civil War and the difficult process of Reconstruction that followed.

American History II – 0.5 credit

US History is the study of the events, people, and culture of the United States over time. In US History II, students will apply historical inquiry to analyze societal issues, trends, and events of US history from World War II to the present, including the Cold War, Civil Rights and other social movements, the Vietnam War, modern presidencies, and responses to global terrorism. The students will explore timelines to gain an understanding of how events link to each other and analyze historical documents for a firsthand sense of how events unfolded. The students will also gather evidence from relevant documents and historical texts to develop credible explanations of events in US history. The student will then use that evidence to evaluate change and continuity over time.

Course Competencies: This course will help the student meet the following competencies:

1. Students will analyze the changes in US society due to the Industrial Revolution and rapid immigration in the late 1800s.
2. Students will develop an understanding of the populist and progressive social and political movements of the early twentieth century.
3. Students will examine the imperialist actions and tendencies of the United States after the Civil War.
4. Students will analyze the role of the United States in World War I.
5. Students will explore the rapid economic expansion of the United States after World War I and the social issues that evolved in that framework.
6. Students will examine how the United States and the world fell into the Great Depression and analyze President Franklin Roosevelt's New Deal response.
7. Students will apply the skills of historical inquiry, including gathering sources and analyzing documents.
8. Students will explain and discuss the origins of World War II and the US role in the war's final years.
9. Students will analyze the impact of World War II on US society during and after the war.
10. Students will explore the beginning of the Cold War in the 1950s and its evolution until the late 1980s.
11. Students will analyze the impact of the social movements of the 1960s and 1970s.
12. Students will develop an understanding of how the United States initiated its involvement in the Vietnam War and how the lengthy conflict impacted Americans and US society.
13. Students will explore the impact of the presidencies of John F. Kennedy, Lyndon Johnson, Richard Nixon, Gerald Ford, Jimmy Carter, Ronald Reagan, George HW Bush, William Clinton, George W Bush, Barack Obama, Donald Trump, and Joseph Biden .
14. Students will discuss the foreign and domestic policies of the last 20 years, including the US response to global terrorism.
15. Students will review the basic governmental structures of the United States and their impact on US history.
16. Students will explain the relationship of geography, culture, and science in the development of the United States over time.

Economics - .50 credits

Economics courses provide students with an overview of economics and primary emphasis on the principles of microeconomics and the U.S. economic system. This course may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both.

Course Competencies: This course will help the student meet the following competencies:

1. Students will examine the roles of workers and consumers in factor and product markets, e.g., how labor, or private property can be used as a productive resource.
2. Students will use a circular flow model to explain the interdependence of business, government and households in the factor and product markets.
3. Students will analyze the similarities and differences among sole proprietorships, partnerships, and corporations, e.g., number of owners and financing options.
4. Students will recognize the economic indicators that create or reflect changes in the business cycle, e.g., new home construction or number of unemployment claims.
5. Students will explain the components of the money supply, e.g., currency or money market accounts.
6. Students will analyze the reasons for changes in international currency values, e.g., interest rates or the balance of trade.
7. Students will compare the risk, rate of return, and liquidity of investment.

World History- .50 credit

In World History, students will explore major historical events around the world. They will develop your historical thinking skills, examine the origins and developments of European exploration, learn about the causes and effects of the Renaissance and the Reformation, explore revolutions that occurred from 1789 to 1848, including the Scientific Revolution, the American Revolution, and the French Revolution and explore the causes and effects of the Industrial Revolution, the spread of nationalism in Europe, and the Russian Revolution.

Course Competencies: This course will help the student meet the following competencies:

1. Students will assess primary and secondary sources.
2. Students will analyze the views of historians and interpret historical data.
3. Students will identify early European explorers and the reasons for their exploration.
4. Students will understand the impact of European exploration and conquest on Mesoamerican and South American civilizations.
5. Students will explain the causes and effects of the slave trade in the Americas.
6. Students will understand the causes and effects of the Renaissance and the Reformation.
7. Students will analyze the causes and impact of the English Civil War and the Glorious Revolution.
8. Understand the causes and effects of the Scientific Revolution, the Enlightenment, the American Revolution, the French Revolution, the Napoleonic Period, and the Latin American Political Revolutions.
9. Students will analyze the causes, effects, and importance of the Agricultural Revolution and the Industrial Revolution.

10. Students will examine the rise of nationalism in Europe and the causes of the Russian Revolution

World Geography and Cultures- .50 credit

World Geography is the study of where things are in the world. It is important to know why people settled where they did: sometimes this is for weather-related reasons, and sometimes it's because of bountiful natural resources nearby. In this course, you will learn about these special features which drive economic development and form the locales where people settle.

Course Competencies: This course will help the student meet the following competencies:

1. Students will analyze factors that contribute to Earth's climate.
2. Students will examine processes that shape the physical environment.
3. Students will analyze patterns of human settlement.
4. Students will analyze the relationship between natural resources and economic development.
5. Students will analyze the human and physical geography of North America and South America.
6. Students will analyze the human and physical geographies of the following regions:
 - a. Europe
 - b. Asia
 - c. Africa
 - d. Australia and New Zealand
 - e. The Middle East
 - f. The Pacific Islands
 - g. South America
 - h. The British Isles

Psychology - .50 credit

Psychology is the study of both the mind and behavior and in particular the relationships between the two. This course is designed to provide students with a solid foundation of comprehensive knowledge and research skills that can be applied to all fields of psychology. Objectives from elective courses are not tested on national or state achievement tests. As a result, there is no course or adaptive assessments developed for our elective curriculum.

Course Competencies: This course will help the student meet the following competencies:

1. Students examine the domains, goals, and various fields of psychology.
2. Students review many of the fields of psychology discussed within this course including cognitive, abnormal, child, clinical, counseling, educational, experimental, industrial, and school psychology.

Internship and Experiential Class Descriptions

Building upon our more traditional academic component that emphasizes fundamentals in core subject areas, our various Internship opportunities provide supplemental and integrated learning that helps prepare our students find school success, while at the same time teaching necessary skills for successful careers, including critical problem solving, interpersonal and reasoning skills. At New England School of The Arts, the “softer” interpersonal and integrated learning opportunities inherent in these programs are the primary emphasis. Our goal is to let our students find success by beginning to “apply” knowledge they have previously learned or are now learning in these internship experiences, and develop stronger abilities interpersonally (working together, common good, teamwork, etc.). These courses are only offered at some of the academic locations.

Animal Science – 1 credit

In the Animal Science class, students study large, small, and specialty animals. Students explore the necessary elements--such as diet, genetics, habitat, and behavior--to create humane, ecologically, and economically sustainable animal production systems. The Animal Science class provides students an opportunity to form bonds with our animals in a step toward developing and understanding empathy and positive behavior while they learn to care for the animals and understand the biology that is part of animal production. Through the daily care routines and rituals and the animal science classes, students will learn about the basic needs of each animal species, growth and production expectations, breeds in each species, reproduction goals, and value of the products the animals produce. By learning animal training techniques, the students will learn how to encourage desired behaviors, how and what to use as rewards, and how this knowledge and skill can be applied to their own lives. This course imparts information about the care and management of domestic and farm animals. The course may cover animal nutrition, health, behavior, selection, reproduction, anatomy and physiology, facilities, product processing, and marketing. Students will be introduced to various species of large and small livestock, or they may learn how to care for and maintain livestock as a more inclusive study.

Class Competencies: The Animal Science Class will help the student meet the following competencies:

1. Student will recognize animal behavior to facilitate working with animals safely.
2. Student will explain factors which serve to stimulate or discourage given types of animal behavior
3. Student will discuss and explain the scope of normal animal behavior.
4. Student will perform safe handling procedures when working with animals
5. Student will operate animal facilities to ensure safety of animals
6. Student will provide proper nutrition to maintain animal performance.
7. Student will perform simple procedures in evaluating an animal's health status.
8. Student will identify symptoms of disease, illness, parasites, and other health related problems.
9. Student will recognize the different phases of an animal's life cycle.
10. Student will identify good performance for a given animal species.
11. Student will identify environmental factors affecting an animal's performance
12. Student will evaluate desirable animal traits
13. Student will evaluate the role that economics plays in animal production

PERFORMING ARTS COURSES

DANCE STUDIO

PROGRAM SEQUENCE

FOUNDATION LEVEL COURSES <i>10.0 credits of foundation level courses are required of all Dance Studio Majors</i>			
YEAR ONE		YEAR TWO	
DOUBLE PERIOD 4.0 Credits	DOUBLE PERIOD 1.0 Credit	DOUBLE PERIOD 4.0 Credits	DOUBLE PERIOD 1.0 Credit
<i>Ballet 1 and 2</i> <i>Modern 1 and 2</i>	<i>Floor Barre & Understanding your Instrument Improvisation</i>	<i>Ballet 3 and 4</i> <i>Modern 3 and 4</i>	<i>Dance History 1 and 2</i> <i>Concepts of Choreography</i>
UPPER LEVEL COURSES <i>12.0 credits of upper-level courses are required of all Dance Studio Majors</i>			
YEAR THREE		YEAR FOUR	
DOUBLE PERIOD 4.0 Credits	DOUBLE PERIOD 2.0 Credits	DOUBLE PERIOD 4.0 Credits	DOUBLE PERIOD 2.0 Credits
<i>Ballet 5 and 6</i> <i>Modern 5 and 6</i>	<i>World/Theater Dance Kinesiology / Anatomy Physiology Choreography Workshop I</i>	<i>Ballet 7 and 8</i> <i>Modern 7 and 8</i>	<i>Choreography Workshop II</i> <i>Repertory</i>

DANCE STUDIO

COURSE DESCRIPTIONS

Course Competencies: These courses will help the student meet the following competencies:

Competency #1: Creating

1. Student will apply the skills and language of a specific arts discipline, students will demonstrate the ability to create in the arts.
2. Student will generate, conceptualize, and organize artistic ideas while refining and completing artistic ideas.

Competency #2: Presenting

1. Student will apply the skills and language of a specific arts discipline, students will demonstrate the ability to present in the arts.

Competency #3: Responding

1. Student will apply the skills and language of a specific arts discipline, students will demonstrate the ability to respond in the arts.

Competency #4: Connecting

1. Students will apply the skills and language of a specific arts discipline, students will demonstrate the ability to connect in the arts.

Ballet Technique

Ballet 1A and 2A

GRADE: 9

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: None

The study of classical ballet for the entering student with little or limited previous study and experience. Emphasis is placed on fundamental principles of ballet technique: correct body placement, alignment, turn-out, transfer of weight, muscle strength, flexibility, coordination, musicality and classical port de bras. Students will learn and practice in detail the mechanics, dynamics and artistic qualities of basic ballet movements and develop self-discipline and a professional attitude.

Course Competencies: This course will help the student meet the following competencies:

1. Student will refine appropriate body alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements;
2. Student will identify and demonstrate longer and more complex movement;
3. Student will demonstrate rhythmic acuity;
4. Student will improve performance of movement and technical skills by using a broad dynamic range.
5. Student will improve dance technique through self-evaluation and correction;
6. Student will demonstrate a high level of consistency and reliability in performing technical skills.
7. Student will demonstrate further development and refinement of the proficient achievement standards to create a small group dance with coherence and aesthetic unity;
8. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas.

Ballet 1B AND 2B

GRADE: 9

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: None

The study of classical ballet for the entering student with previous study and experience. Students will work on refining their knowledge and execution of proper turnout and correct placement and alignment; these concepts will be integrated through the entire class. Students will learn and practice in detail the mechanics, dynamics and artistic qualities of ballet movements and develop self-discipline and a professional attitude.

Course Competencies: This course will help the student meet the following competencies:

1. Student will refine appropriate body alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements;
2. Student will identify and demonstrate longer and more complex movement;
3. Student will demonstrate rhythmic acuity;
4. Student will improve performance of movement and technical skills by using a broad dynamic range.
5. Student will improve dance technique through self-evaluation and correction;
6. Student will demonstrate a high level of consistency and reliability in performing technical skills.
7. Student will demonstrate further development and refinement of the proficient achievement standards to create a small group dance with coherence and aesthetic unity;
8. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;

Ballet 3 and 4

GRADE: 10

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: Ballet 1A and 2A OR 2A and 2B

An in-depth study of the foundation of classical ballet technique mastered in the freshmen year with an emphasis on increasing physical, technical, musical and artistic expectations and skill. Students are also introduced to specific musical concepts that aid in the execution of their movement.

Course Competencies: This course will help the student meet the following competencies:

1. Student will refine appropriate body alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements;
2. Student will identify and demonstrate longer and more complex movement;
3. Student will demonstrate rhythmic acuity;
4. Student will improve performance of movement and technical skills by using a broad dynamic range.
5. Student will improve dance technique through self-evaluation and correction;
6. Student will demonstrate a high level of consistency and reliability in performing technical skills.
7. Student will demonstrate further development and refinement of the proficient achievement standards to create a small group dance with coherence and aesthetic unity;
8. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;

Ballet 5 and 6

GRADE: 11

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: Ballet 3 and 4

The extension of in-depth study mastered in sophomore year with a strong emphasis on more complex coordination, technical skill, musicality and artistic expression.

Course Competencies: This course will help the student meet the following competencies:

1. Student will refine appropriate body alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements;
2. Student will identify and demonstrate longer and more complex movement;
3. Student will demonstrate rhythmic acuity;
4. Student will improve performance of movement and technical skills by using a broad dynamic range.
5. Student will improve dance technique through self-evaluation and correction;
6. Student will demonstrate a high level of consistency and reliability in performing technical skills.
7. Student will demonstrate further development and refinement of the proficient achievement standards to create a small group dance with coherence and aesthetic unity;
8. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;

Ballet 7 and 8

GRADE: 12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: Ballet 5 and 6

Senior year, a greater emphasis is placed on developing a harmonious balance between clarity of movement, mastery of the complexity and versatility of advanced level ballet technique, musicality, artistry and professionalism. Students are expected to become competitive for auditions to dance colleges and to be able to address the technical and behavioral demands of an advanced level class in the industry

Course Competencies: This course will help the student meet the following competencies:

1. Student will refine appropriate body alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements;
2. Student will identify and demonstrate longer and more complex movement;
3. Student will demonstrate rhythmic acuity;
4. Student will improve performance of movement and technical skills by using a broad dynamic range.
5. Student will improve dance technique through self-evaluation and correction;
6. Student will demonstrate a high level of consistency and reliability in performing technical skills.
7. Student will demonstrate further development and refinement of the proficient achievement standards to create a small group dance with coherence and aesthetic unity;
8. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;

Modern Technique

Modern 1 and 2

GRADE: 9

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: None

An introduction to the concept of modern dance through the technique developed by Martha Graham. By practicing floor work, standing work and traveling phrases in the Graham style, students will pay close attention to gesture, breath, focus and attack.

Course Competencies: These courses will help the student meet the following competencies:

1. Student will refine appropriate body alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements;
2. Student will identify and demonstrate longer and more complex movement;
3. Student will demonstrate rhythmic acuity;
4. Student will improve performance of movement and technical skills by using a broad dynamic range.
5. Student will improve dance technique through self-evaluation and correction;
6. Student will demonstrate a high level of consistency and reliability in performing technical skills.
7. Student will demonstrate further development and refinement of the proficient achievement standards to create a small group dance with coherence and aesthetic unity;
8. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;

Modern 3 and 4

GRADE: 10

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: Modern 1 and 2

A continuation of the study of the Graham technique of modern dance. Emphasis is placed on increased technical strength and vocabulary. During the sophomore year, students will also be introduced to the dance technique of José Limón.

Course Competencies: These courses will help the student meet the following competencies:

1. Student will refine appropriate body alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements;
2. Student will identify and demonstrate longer and more complex movement;
3. Student will demonstrate rhythmic acuity;
4. Student will improve performance of movement and technical skills by using a broad dynamic range.
5. Student will improve dance technique through self-evaluation and correction;
6. Student will demonstrate a high level of consistency and reliability in performing technical skills.
7. Student will demonstrate further development and refinement of the proficient achievement standards to create a small group dance with coherence and aesthetic unity;
8. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;

Modern 5 and 6

GRADE: 11

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: Modern 3 and 4

The study of advanced-intermediate work added to previous work in the Graham technique and Limón technique in Freshman and Sophomore years. The student is expected to master extensive knee work and standing falls. In the Junior year students will be introduced to the dance technique of Lester Horton. Students will execute complex technical and musical combinations with knowledge of stage and musical terms.

Course Competencies: These courses will help the student meet the following competencies:

1. Student will refine appropriate body alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements;
2. Student will identify and demonstrate longer and more complex movement;
3. Student will demonstrate rhythmic acuity;
4. Student will improve performance of movement and technical skills by using a broad dynamic range.
5. Student will improve dance technique through self-evaluation and correction;
6. Student will demonstrate a high level of consistency and reliability in performing technical skills.
7. Student will demonstrate further development and refinement of the proficient achievement standards to create a small group dance with coherence and aesthetic unity;
8. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;

Modern 7 and 8

GRADE: 12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: Modern 5 and 6

Continuation of the study of the Graham, Limón and Horton techniques of modern dance with an emphasis on stage technique and performance, and audition experience conducted by guest choreographers. Students are expected to be responsible for arranging after-school activities around the needs of the dance department and to know their own rehearsal schedules, costume fittings, and photography shoots.

Course Competencies: These courses will help the student meet the following competencies:

1. Student will refine appropriate body alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements;
2. Student will identify and demonstrate longer and more complex movement;
3. Student will demonstrate rhythmic acuity;
4. Student will improve performance of movement and technical skills by using a broad dynamic range.
5. Student will improve dance technique through self-evaluation and correction;
6. Student will demonstrate a high level of consistency and reliability in performing technical skills.
7. Student will demonstrate further development and refinement of the proficient achievement standards to create a small group dance with coherence and aesthetic unity;
8. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;

Supplementary Skills

Floor Barre & Understanding your Instrument

GRADE: 9 and 10

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: None

A study of the innovative technique based on the teachings of originator and founder, Zena Rommett. This class will help develop correct alignment, maximum turn-out, and improve balance as well as refine movement skills and increase vitality. Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Course Competencies: This course will help the student meet the following competencies:

1. Student will improve dance technique through self-evaluation and correction;
2. Student will demonstrate a high level of consistency and reliability in performing technical skills.
3. Student will discuss and evaluate how movement choices communicate ideas in dance;
4. Student will establish a set of aesthetic criteria and apply it in evaluating their own choreography and that of others;
5. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;
6. Student will communicate how lifestyle choices, such as smoking, drug use or diet, affect the dancer;
7. Student will analyze and discuss historical and cultural images of the body and compare these images to the presentation of the body in contemporary media.
8. Student will analyze challenges facing professional performers in maintaining healthy lifestyles.

Improvisation

GRADE: 9

CREDITS: 1.0

PREREQUISITE: None

This course is designed for serious dance students to learn the art of improvisation. The skills developed in this class are applicable to any creative process as well as everyday life. In this class we engage in exercises and improvisational structures to heighten our awareness, broaden our individual movement vocabulary and develop our skills in instant composition. The class also introduces basic partnering skills and often involves optional performance opportunities. This is a dynamic class that fosters both the ability to work in ensembles as well as strengthening the individual's personal aesthetics and movement style.

Course Competencies: This course will help the student meet the following competencies:

1. Student will refine appropriate body alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements;
2. Student will identify and demonstrate longer and more complex movement;
3. Student will demonstrate rhythmic acuity;
4. Student will improve performance of movement and technical skills by using a broad dynamic range.
5. Student will improve dance technique through self-evaluation and correction;
6. Student will demonstrate a high level of consistency and reliability in performing technical skills.
7. Student will use improvisation to generate movement for choreography;
8. Student will explore choreographic structure by creating a movement phrase that can be rearranged according to various compositional forms;
9. Student will create a movement study focusing on dynamic change and transitions;
10. Student will describe how a choreographer developed and organized the basic movement content in a particular dance.
11. Student will discuss and evaluate how movement choices communicate ideas in dance;
12. Student will examine ways that a dance conveys various meanings from a variety of perspectives;
13. Student will analyze and discuss a performer's ability to communicate meaning to an audience.
14. Student will create a dance and revise it over time, articulating the reasons for their artistic decisions, considering what was lost and gained by those decisions;
15. Student will establish a set of aesthetic criteria and apply it in evaluating their own choreography and that of others;

Concepts of Choreography

GRADE: 10

CREDITS: 1.0

PREREQUISITE: None

In this class students will explore the elements of movement are space, time, and force (energy). The instrument is the body. The body moves in space and in time with force. The dance concepts should be viewed holistically. When participating in dance, all elements of dance are integrated all the time. The separation among concepts in this class will serve as a means to think about, plan, and discuss dance.

Course Competencies: This course will help the student meet the following competencies:

1. Student will refine appropriate body alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements;
2. Student will demonstrate rhythmic acuity;

3. Student will improve performance of movement and technical skills by using a broad dynamic range.
4. Student will improve dance technique through self-evaluation and correction;
5. Student will explore choreographic structure by creating a movement phrase that can be rearranged according to various compositional forms;
6. Student will create a movement study focusing on dynamic change and transitions;
7. Student will describe how a choreographer developed and organized the basic movement content in a particular dance.
8. Student will discuss and evaluate how movement choices communicate ideas in dance;
9. Student will examine ways that a dance conveys various meanings from a variety of perspectives;
10. Student will analyze and discuss a performer's ability to communicate meaning to an audience.
11. Student will establish a set of aesthetic criteria and apply it in evaluating their own choreography and that of others;

Dance History 1 and 2

GRADE: 10

CREDITS: 1.0

PREREQUISITE: None

The Dance History course is an introductory course to the history of dance, specifically dance in the United States. It offers an overview of its origins and development up to now. The objective of the course is to introduce students to the forms of dance and the dancer/choreographers whose passion, personalities, ideas, and body of work shaped concert dance in the United States, as well as serve as a base for student critical inquiry into its artistic and social influences, trends and challenges.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform or discuss the traditions and techniques of a classical dance form;
2. Student will perform or discuss the traditions and techniques of folk forms, such as Morris dance, Irish step dance or American Hopi Indian dance, placing each in an historical or cultural context.
3. Student will compare the role and significance of dance and dancers in North America with other cultures, considering the historical period and social/political contexts.
4. Student will create a project that reveals similarities between dance and other disciplines;
5. Student will explore/discuss how other forms of communication, such as, visual art, spoken word, music or video can enhance or alter the ideas conveyed in a dance, drawing on examples from their own dances and those of others;
6. Student will create an interdisciplinary project based on a theme identified by the student.

World/Theater Dance

GRADE: 11

CREDITS: 1.0

PREREQUISITE: None

Jazz and Musical Theatre Technique: The study of American jazz dance techniques as used in commercial theatre, film and television. The student is expected to have an understanding both verbal and performance of this dance form through changing eras.

Tap Dance: The study of the basics of this vernacular dance form. Students will be expected to master tap vocabulary, techniques of rhythmic clarity and use of weight shift, traditional steps such as the Shim Sham, Waltz Clog, Soft Shoe and Time Steps as well as learn different stylistic approaches from musical theatre tap to rhythm tap. More experienced students will be placed in a more advanced class.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform or discuss the traditions and techniques of a classical dance form;
2. Student will perform and describe similarities and differences among a broad spectrum of folk, social, and/or theatrical dances or dance forms from the 20th century;
3. Student will refine appropriate body alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements;
4. Student will improve performance of movement and technical skills by using a broad dynamic range.
5. Student will improve dance technique through self-evaluation and correction;
6. Student will discuss and evaluate how movement choices communicate ideas in dance;
7. Student will perform or discuss the traditions and techniques of folk forms, such as Morris dance, Irish step dance or American Hopi Indian dance, placing each in an historical or cultural context.
8. Student will compare the role and significance of dance and dancers in North America with other cultures, considering the historical period and social/political contexts.
9. Student will analyze issues of ethnicity, gender, social/economic class, age, and/or physical condition in relation dance

Kinesiology/Anatomy

GRADE: 11

CREDITS: 1.0

PREREQUISITE: None

This is an introductory course that surveys various sub-disciplines related to the study of human movement. Students will examine the areas of history, sociology, biomechanics, physiology, and psychology, as they relate to the sport and exercise environment.

Course Competencies: This course will help the student meet the following competencies:

1. Student will discuss and evaluate how movement choices communicate ideas in dance;
2. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;
3. Student will communicate how lifestyle choices, such as smoking, drug use or diet, affect the dancer;
4. Student will analyze and discuss historical and cultural images of the body and compare these images to presentation of the body in contemporary media.
5. Student will analyze challenges facing professional performers in maintaining healthy lifestyles.
6. Student will create a project using media technologies, such as video and computers, that present dance in a new or enhanced form.

Physiology

GRADE: 11

CREDITS: 1.0

PREREQUISITE: None

Human Physiology is a course designed to provide students with an understanding of the function, regulation and integration of human body organ systems. Emphasis is placed on homeostatic maintenance in health as well as in some disease processes

Course Competencies: This course will help the student meet the following competencies:

1. Student will discuss and evaluate how movement choices communicate ideas in dance;
 2. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;
 3. Student will communicate how lifestyle choices, such as smoking, drug use or diet, affect the dancer;
 4. Student will analyze and discuss historical and cultural images of the body and compare these images to presentation of the body in contemporary media.
 5. Student will analyze challenges facing professional performers in maintaining healthy lifestyles.
6. Student will create a project using media technologies, such as video and computers, that present dance in a new or enhanced form.

Pointe

GRADE: 9-12

CREDITS: 1.0

PREREQUISITE: Approval of Dance Director

Students will enter one of the two specified levels to strengthen the lower leg, ankles and feet in order to produce strong and graceful movement.

Course Competencies: This course will help the student meet the following competencies:

1. Student will refine appropriate body alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements;
2. Student will identify and demonstrate longer and more complex movement;
3. Student will demonstrate rhythmic acuity;
4. Student will improve performance of movement and technical skills by using a broad dynamic range.
5. Student will improve dance technique through self-evaluation and correction;
6. Student will demonstrate a high level of consistency and reliability in performing technical skills.
7. Student will demonstrate further development and refinement of the proficient achievement standards to create a small group dance with coherence and aesthetic unity;
8. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;

Career Skills

Survival Skills 1

GRADE: 9-12

CREDITS: 0.5

PREREQUISITE: None

The study of dance-related areas including dance etiquette, nutrition, anatomy, prevention and treatment of dance injuries, and dance vocabulary.

Course Competencies: This course will help the student meet the following competencies:

1. Student will establish a set of aesthetic criteria and apply it in evaluating their own choreography and that of others;
2. Student will analyze issues of ethnicity, gender, social/economic class, age, and/or physical condition in relation dance
3. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;
4. Student will communicate how lifestyle choices, such as smoking, drug use or diet, affect the dancer;
5. Student will analyze and discuss historical and cultural images of the body and compare these images to presentation of the body in contemporary media
6. Student will analyze challenges facing professional performers in maintaining healthy lifestyles.
7. Student will create a project using media technologies, such as video and computers, that present dance in a new or enhanced form.
8. Student will describe ways in which dance influences everyday life;
9. Student will create an extensive list of dance-related careers;
10. Student will identify and discuss a variety of employment and financial opportunities for people who choose a career in dance;
11. Student will discuss how skills developed in dance are applicable to a variety of life skills.
12. Student will compose a list of questions to identify specific skills and knowledge needed to enter a particular dance-related career and seek answers from a variety of community sources.

Survival Skills 2

GRADE: 9-12

CREDITS: 0.5

PREREQUISITE: Survival Skills 1

A foundational approach to learning about the body with emphasis on its relationships to dance and creating strong and graceful movement.

Course Competencies: This course will help the student meet the following competencies:

1. Student will establish a set of aesthetic criteria and apply it in evaluating their own choreography and that of others;
2. Student will analyze issues of ethnicity, gender, social/economic class, age, and/or physical condition in relation dance
3. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;
4. Student will communicate how lifestyle choices, such as smoking, drug use or diet, affect the dancer;
5. Student will analyze and discuss historical and cultural images of the body and compare these images to presentation of the body in contemporary media
6. Student will analyze challenges facing professional performers in maintaining healthy lifestyles.
7. Student will create a project using media technologies, such as video and computers, that present dance in a new or enhanced form.
8. Student will describe ways in which dance influences everyday life;

9. Student will create an extensive list of dance-related careers;
10. Student will identify and discuss a variety of employment and financial opportunities for people who choose a career in dance;
11. Student will discuss how skills developed in dance are applicable to a variety of life skills.
12. Student will compose a list of questions to identify specific skills and knowledge needed to enter a particular dance-related career and seek answers from a variety of community sources.

Career Management

GRADE: 12

CREDITS: 1.0

PREREQUISITE: None

The study of the dancer's professional career, including contracts, unions, auditions, resumes, head shots, and self-produced concerts. In addition, alternative careers within the field of dance are explored through the use of guest speakers.

Course Competencies: This course will help the student meet the following competencies:

1. Student will establish a set of aesthetic criteria and apply it in evaluating their own choreography and that of others;
2. Student will analyze issues of ethnicity, gender, social/economic class, age, and/or physical condition in relation dance
3. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;
4. Student will communicate how lifestyle choices, such as smoking, drug use or diet, affect the dancer;
5. Student will analyze and discuss historical and cultural images of the body and compare these images to presentation of the body in contemporary media
6. Student will analyze challenges facing professional performers in maintaining healthy lifestyles.
7. Student will create a project using media technologies, such as video and computers, that present dance in a new or enhanced form.
8. Student will describe ways in which dance influences everyday life;
9. Student will create an extensive list of dance-related careers;
10. Student will identify and discuss a variety of employment and financial opportunities for people who choose a career in dance;
11. Student will discuss how skills developed in dance are applicable to a variety of life skills.
12. Student will compose a list of questions to identify specific skills and knowledge needed to enter a particular dance-related career and seek answers from a variety of community sources.

Performance

Choreography Workshop I & II

GRADE: 11-12

CREDITS: 1.0

PREREQUISITE: Choreographic Concepts

The study of basic rhythmic, spatial, and dynamic materials used in the designing of dance. From short simple works, the student choreographer will progress to larger compositions and produce a complete work for evaluation by the dance faculty and formal presentation during the senior year at the annual April Dance Showcase.

Course Competencies: This course will help the student meet the following competencies:

1. Student will refine appropriate body alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements;
2. Student will identify and demonstrate longer and more complex movement; Student will demonstrate rhythmic acuity;
3. Student will improve performance of movement and technical skills by using a broad dynamic range.
4. Student will improve dance technique through self-evaluation and correction;
5. Student will demonstrate a high level of consistency and reliability in performing technical skills.
6. Student will demonstrate further development and refinement of the proficient achievement standards to create a small group dance with coherence and aesthetic unity;
7. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;
8. Student will perform or discuss the traditions and techniques of a classical dance form;
9. Student will create a dance and revise it over time, articulating the reasons for their artistic decisions, considering what was lost and gained by those decisions;
10. Student will establish a set of aesthetic criteria and apply it in evaluating their own choreography and that of others;
11. Student will discuss and evaluate how movement choices communicate ideas in dance;
12. Student will examine ways that a dance conveys various meanings from a variety of perspectives;
13. Student will analyze and discuss a performer's ability to communicate meaning to an audience.
14. Student will compare and contrast how meaning is communicated in two of their own choreographic works;
15. Student will create and/or critique a dance that explores a contemporary social theme, analyzing how the work accomplishes or does not accomplish its intentions.
16. Student will explore choreographic structure by creating a movement phrase that can be rearranged according to various compositional forms;
17. Student will create a movement study focusing on dynamic change and transitions;
18. Student will create a movement study for two or more dancers;
19. Student will describe how a choreographer developed and organized the basic movement content in a particular dance.

Repertory

GRADE: 12

CREDITS: 1.0

PREREQUISITE: Choreography Workshop

The Senior Dance Ensemble works with eminent guest artists from a variety of disciplines to collaborate, create, and perform dances that will be put into NESA repertory.

Course Competencies: This course will help the student meet the following competencies:

1. Student will refine appropriate body alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements;

2. Student will identify and demonstrate longer and more complex movement; Student will demonstrate rhythmic acuity;
3. Student will improve performance of movement and technical skills by using a broad dynamic range.
4. Student will improve dance technique through self-evaluation and correction;
5. Student will demonstrate a high level of consistency and reliability in performing technical skills.
6. Student will demonstrate further development and refinement of the proficient achievement standards to create a small group dance with coherence and aesthetic unity;
7. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;
8. Student will perform or discuss the traditions and techniques of a classical dance form;
9. Student will create a dance and revise it over time, articulating the reasons for their artistic decisions, considering what was lost and gained by those decisions;
10. Student will establish a set of aesthetic criteria and apply it in evaluating their own choreography and that of others;
11. Student will discuss and evaluate how movement choices communicate ideas in dance;
12. Student will examine ways that a dance conveys various meanings from a variety of perspectives;
13. Student will analyze and discuss a performer's ability to communicate meaning to an audience.
14. Student will compare and contrast how meaning is communicated in two of their own choreographic works;
15. Student will create and/or critique a dance that explores a contemporary social theme, analyzing how the work accomplishes or does not accomplish its intentions.
16. Student will explore choreographic structure by creating a movement phrase that can be rearranged according to various compositional forms;
17. Student will create a movement study focusing on dynamic change and transitions;
18. Student will create a movement study for two or more dancers;
19. Student will describe how a choreographer developed and organized the basic movement content in a particular dance.

Performance

Senior Graduation Requirement

GRADE: 12

CREDITS: .5

PREREQUISITE: Choreography Workshop I & II

Each senior student must create a dance / visual movement piece incorporating all previous learned dance concepts. Students will choreograph larger compositions and produce a complete work for evaluation by the dance faculty and formal presentation during the senior year at the annual April Dance Showcase.

Course Competencies: This course will help the student meet the following competencies:

1. Student will refine appropriate body alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements;
2. Student will identify and demonstrate longer and more complex movement; Student will demonstrate rhythmic acuity;
3. Student will improve performance of movement and technical skills by using a broad dynamic range.

4. Student will improve dance technique through self-evaluation and correction;
5. Student will demonstrate a high level of consistency and reliability in performing technical skills.
6. Student will demonstrate further development and refinement of the proficient achievement standards to create a small group dance with coherence and aesthetic unity;
7. Student will reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;
8. Student will perform or discuss the traditions and techniques of a classical dance form;
9. Student will create a dance and revise it over time, articulating the reasons for their artistic decisions, considering what was lost and gained by those decisions;
10. Student will establish a set of aesthetic criteria and apply it in evaluating their own choreography and that of others;
11. Student will discuss and evaluate how movement choices communicate ideas in dance;
12. Student will examine ways that a dance conveys various meanings from a variety of perspectives;
13. Student will analyze and discuss a performer's ability to communicate meaning to an audience.
14. Student will compare and contrast how meaning is communicated in two of their own choreographic works;
15. Student will create and/or critique a dance that explores a contemporary social theme, analyzing how the work accomplishes or does not accomplish its intentions.
16. Student will explore choreographic structure by creating a movement phrase that can be rearranged according to various compositional forms;
17. Student will create a movement study focusing on dynamic change and transitions;
18. Student will create a movement study for two or more dancers;
19. Student will describe how a choreographer developed and organized the basic movement content in a particular dance.

THEATRE STUDIO

PROGRAM SEQUENCE

FOUNDATION LEVEL COURSES			
<i>14.0 credits of foundation level courses are required of all Theatre Studio Majors</i>			
YEAR ONE		YEAR TWO	
DOUBLE PERIOD 4.0 Credits	SINGLE PERIOD 2.0 Credits	DOUBLE PERIOD 4.0 Credits	SINGLE PERIODS 4.0 Credits
<i>Acting Studio 1 and 2 Intro Stagecraft 1 and 2</i>	<i>Theatre History 1 and 2 Voice & Speech 1 and 2</i>	<i>Acting Studio 3 and 4 Stagecraft Stage Management</i>	<i>Theatre History 3 and 4 + Voice and Speech 3 and 4 Movement and Styles for Actors 1 + Improvisation 1 and Theatre Workshop 2</i>
UPPER LEVEL COURSES			
<i>14.0 credits of upper-level courses are required of all Drama Studio Majors</i>			
YEAR THREE		YEAR FOUR	
DOUBLE PERIOD 4.0 Credits	2 SINGLE PERIODS 4.0 Credits	DOUBLE PERIOD 4.0 Credits	SINGLE PERIOD 2.0 Credits

<i>Acting Studio 5 and 6 Stagecraft</i>	<i>Theatre History + Directing</i> <i>Stage Management + Movement and Styles for Actors 2</i>	<i>Acting Studio 7 and 8 Stagecraft + Design</i>	<i>Professionalism + Auditioning 1 and 2 + Theatre Skills</i>
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Course Competencies: These courses will help the student meet the following competencies:

Competency #1: Creating

3. Student will apply the skills and language of a specific arts discipline, students will demonstrate the ability to create in the arts.
4. Student will generate, conceptualize, and organize artistic ideas while refining and completing artistic ideas.

Competency #2: Presenting

2. Student will apply the skills and language of a specific arts discipline, students will demonstrate the ability to present in the arts.

Competency #3: Responding

2. Student will apply the skills and language of a specific arts discipline, students will demonstrate the ability to respond in the arts.

Competency #4: Connecting

2. Students will apply the skills and language of a specific arts discipline, students will demonstrate the ability to connect in the arts.

THEATRE STUDIO

COURSE DESCRIPTIONS

Acting Studio

Acting 1 and 2

GRADE: 9

CREDITS: 2.0 per course / 4.0 total

PREREQUISITE: None

Students will engage in exercises that focus on creating an ensemble and on developing themselves as actors. Fundamental work on the actor's imagination, voice and body*, and the fundamentals of acting. Students will learn how to craft specifically and work organically with their attention on their scene partner and the demands of the script. Basic vocabulary and the fundamentals of acting will be explored through acting exercises, improvisation, scripted work and traditional scene study. Students will also have the opportunity to create their own work as they learn about dramatic structure and different ways of approaching a role. Students will work on close to self scenes and monologues from published plays, as well as ensemble based projects.

In the movement portion of the course, students will approach making theatre through a sense of spatial understanding and understanding their body in space. Students will learn to make compositions using non-traditional and traditional theatre techniques and understand the use of their body as an acting instrument on the stage. Actors will learn how to go from "actors neutral" to an activated body so that they are fully physically engaged in the imaginary world.

Course Competencies: This course will help the student meet the following competencies:

1. Student will be analyze the physical, emotional, and social dimensions of characters found in the dramatic texts from various genres and media;
2. Student will be able to compare and demonstrate classical and contemporary acting techniques and methods;
3. Student will be able to demonstrate artistic discipline in rehearsal and performance.
4. Student will be able to create and sustain characters in monologues and ensembles, using different acting styles and techniques;
5. Student will be able to create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.
6. Student will develop multiple script and design interpretations and justify those that are most appropriate;
7. Student will communicate directorial choices for improvised or scripted scenes to an ensemble;
8. Student will use techniques of staging and blocking to achieve different effects and to convey meaning.
9. Student will identify and research cultural, historical, and symbolic clues in dramatic texts evaluate the validity and practicality of information to assist in making artistic choices for formal and informal productions.
10. Student will research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for formal and informal theatre, film, television, and electronic media productions.

Acting 3 and 4

GRADE: 10

CREDITS: 2.0 per course / 4.0 total

PREREQUISITE: Acting 1 and 2

This acting class focuses on scene study, script analysis and character development. Students will learn how to apply the fundamentals of acting to scenes with higher emotional stakes and take on roles that will challenge them as actors. Students will sharpen their observational skills, and learn to bring their unique pov and make acting choices based on their careful reading and understanding of the script and

the given circumstances of the play. Techniques from various actor training methods will be used to develop the actor with an emphasis on truth, responsiveness and creativity. Students will spend time working with scene partners, small groups and individually. Through the use of improvisation and physical theatre students expand on character development and physicality. Students will also engage in creative writing projects as they explore play structure and character development.

Course Competencies: This course will help the student meet the following competencies:

1. Student will be analyze the physical, emotional, and social dimensions of characters found in the dramatic texts from various genres and media;
2. Student will be able to compare and demonstrate classical and contemporary acting techniques and methods;
3. Student will be able to demonstrate artistic discipline in rehearsal and performance.
4. Student will be able to create and sustain characters in monologues and ensembles, using different acting styles and techniques;
5. Student will be able to create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.
6. Student will develop multiple script and design interpretations and justify those that are most appropriate;
7. Student will communicate directorial choices for improvised or scripted scenes to an ensemble;
8. Student will use techniques of staging and blocking to achieve different effects and to convey meaning.
9. Student will conduct auditions, cast actors, direct scenes, and organize and lead production meetings to achieve production goals.
10. Student will identify and research cultural, historical, and symbolic clues in dramatic texts evaluate the validity and practicality of information to assist in making artistic choices for formal and informal productions.
11. Student will research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for formal and informal theatre, film, television, and electronic media productions.

Acting 5 and 6

GRADE: 11

CREDITS: 2.0 per course / 4.0 total

PREREQUISITE: Acting 3 and 4

Junior Acting Studio is an advanced scene study class that builds on the fundamentals of acting and gives students the opportunity to work on scenes that challenge and stretch them as actors. Students will explore a range of characters in different time periods and/or heightened circumstances. Students will work on scenes that require them to take risks and create characters that are far from self. In the spring semester students will take on heightened language and explore Shakespeare and his contemporaries as well as other playwrights whose use of language challenges the actor. Text in prose and verse will be explored. Students will work with their core acting teacher on voice and speech and movement in preparation for their scenes.

Course Competencies: This course will help the student meet the following competencies:

1. Student will be analyze the physical, emotional, and social dimensions of characters found in the dramatic texts from various genres and media;

2. Student will be able to compare and demonstrate classical and contemporary acting techniques and methods;
3. Student will be able to demonstrate artistic discipline in rehearsal and performance.
4. Student will be able to create and sustain characters in monologues and ensembles, using different acting styles and techniques;
5. Student will be able to create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.
6. Student will develop multiple script and design interpretations and justify those that are most appropriate;
7. Student will communicate directorial choices for improvised or scripted scenes to an ensemble;
8. Student will use techniques of staging and blocking to achieve different effects and to convey meaning.
9. Student will conduct auditions, cast actors, direct scenes, and organize and lead production meetings to achieve production goals.
10. Student will identify and research cultural, historical, and symbolic clues in dramatic texts evaluate the validity and practicality of information to assist in making artistic choices for formal and informal productions.
11. Student will research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for formal and informal theatre, film, television, and electronic media productions.

Acting 7 and 8

GRADE: 12

CREDITS: 2.0 per course / 4.0 total

PREREQUISITE: Acting 5 and 6

Senior Acting Studio is designed to expand on the skills learned in the previous three years and to prepare students for the professional world or for college BFA/BA Acting Programs. Seniors learn how to work with directors and in large groups for a sustained period of time. Each performance opportunity gives the student exposure to different performance tasks that help them grow as actors with an emphasis on honing their craft for career readiness. Students will engage as an ensemble. Students will identify specific profession goals and work towards achieving them. Students will learn how to audition, rehearse and perform a large body of work and fully realised productions. Students will identify goals and the application of their skillset to life beyond high school.

Course Competencies: This course will help the student meet the following competencies:

1. Student will be analyze the physical, emotional, and social dimensions of characters found in the dramatic texts from various genres and media;
2. Student will be able to compare and demonstrate classical and contemporary acting techniques and methods;
3. Student will be able to demonstrate artistic discipline in rehearsal and performance.
4. Student will be able to create and sustain characters in monologues and ensembles, using different acting styles and techniques;
5. Student will be able to create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.
6. Student will develop multiple script and design interpretations and justify those that are most appropriate;
7. Student will communicate directorial choices for improvised or scripted scenes to an ensemble;

8. Student will use techniques of staging and blocking to achieve different effects and to convey meaning.
9. Student will conduct auditions, cast actors, direct scenes, and organize and lead production meetings to achieve production goals.
10. Student will identify and research cultural, historical, and symbolic clues in dramatic texts evaluate the validity and practicality of information to assist in making artistic choices for formal and informal productions.
11. Student will research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for formal and informal theatre, film, television, and electronic media productions.

Theatre Skills

Movement and Styles for Actors

GRADE: 10-11

CREDITS: 0.5 each / 2.0 total

CO/PREREQUISITE: Acting 3, 4, 5 and 6

Students will learn a set of physical skills necessary for a career in the theater: pantomime, stage combat, juggling, puppetry, period styles, farce, Kabuki, Greek and other physical movement training will be explored to expand the actors instrument and insight into a wider range of physical theatre skills and styles.

Course Competencies: This course will help the student meet the following competencies:

1. Student will analyze the physical, emotional, and social dimensions of characters found in the dramatic texts from various genres and media;
2. Student will compare and demonstrate classical and contemporary acting techniques and methods;
3. Student will demonstrate artistic discipline in rehearsal and performance.
4. Student will create and sustain characters in monologues and ensembles, using different acting styles and techniques;
5. Student will create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.
6. Student will construct social meanings from informal and formal productions, and dramatic performances from various cultures and historical periods, and relate these to current personal, national, and international issues;
7. Student will articulate and justify personal aesthetic criteria for critiquing dramatic texts and events by comparing artistic intent with the final performance;
8. Student will analyze and critique dramatic performances, considering context, and constructively suggest alternative artistic choices;
9. Student will constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions.
10. Student will develop an understanding of the dramatic/artistic intentions and actions, based on their social and personal significance, from nontraditional dramatic performances

Voice and Speech 1

GRADE: 9

CREDITS: 0.5 each / 1.0 total

COREQUISITE: Acting 1 and 2

This course introduces the students to Voice and Speech for the actor. Using a variety of Voice and Speech techniques students will expand their knowledge and use of their voice for work on stage. Students will experience a range of vocal exercises that include work on breath control, placement, articulation, projection and vocal variation.

Course Competencies: This course will help the student meet the following competencies:

1. Student will analyze the physical, emotional, and social dimensions of characters found in the dramatic texts from various genres and media;
2. Student will compare and demonstrate classical and contemporary acting techniques and methods;
3. Student will demonstrate artistic discipline in rehearsal and performance.
4. Student will create and sustain characters in monologues and ensembles, using different acting styles and techniques;
5. Student will create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.

Voice and Speech 2 and Heightened Language

GRADE: 11

CREDITS: 0.5 each / 1.0 total

CO/PREREQUISITE: Acting 3, 4, 5 and 6

This course builds on the foundational voice and speech work explored during freshman year to emphasize the development of the student's authentic voice and explore rich dramatic text in prose and verse. Students will apply the foundational skills to create work using a full range of voice that is performance ready. Students will expand upon techniques learned during their freshman and sophomore years and apply that work to text by playwrights like Wilson, Shepard, Wilde, Shaw and Shakespeare.

Course Competencies: This course will help the student meet the following competencies:

1. Student will analyze the physical, emotional, and social dimensions of characters found in the dramatic texts from various genres and media;
2. Student will compare and demonstrate classical and contemporary acting techniques and methods;
3. Student will demonstrate artistic discipline in rehearsal and performance.
4. Student will create and sustain characters in monologues and ensembles, using different acting styles and techniques;
5. Student will create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.

Professionalism and Auditioning 1 and 2

GRADE: 11-12

CREDITS: 0.5 each / 1.0 total

COREQUISITE: Acting 5 and 6

Students will focus on how to handle themselves in professional situations and workplaces. Audition skills will be key. Students will have mock auditions and interview situations. Students will learn detailed information about the practical aspects of the profession. They will learn about resume building, headshots, agent and manager representation, union affiliations as well as finances in the profession such as personal taxes, different union contracts and their negotiations. Guest lecturers from the industry will be invited to provide a variety of viewpoints from different industry professions and experiences. All students will finish the class with a completed actor's resume and headshot as well as a working knowledge of industry standards.

Course Competencies: This course will help the student meet the following competencies:

1. Student will analyze the physical, emotional, and social dimensions of characters found in the dramatic texts from various genres and media;
2. Student will compare and demonstrate classical and contemporary acting techniques and methods;
3. Student will demonstrate artistic discipline in rehearsal and performance.
4. Student will create and sustain characters in monologues and ensembles, using different acting styles and techniques;
5. Student will create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.
6. Student will recognize that a portfolio is a tool for professional artists and personal documentation, as well as a requirement for college admission;
7. Student will prepare a portfolio for use in application to institutions of higher education or for the workplace;
8. Student will prepare an exhibition, demonstrating an understanding of presentation.

Improvisation and Theatre Workshop 1 and 2

Grade 9-10

CREDITS: 0.5 each / 1.0 total

COREQUISITE: Acting 1, 2 and 3, 4

Theatre Skills: B. Students are offered classes that support their development as actors. Special workshops may include improvisation, devised theatre, ensemble theatre, social-justice, playwriting & working on camera.

Course Competencies: This course will help the student meet the following competencies:

1. Student will analyze the physical, emotional, and social dimensions of characters found in the dramatic texts from various genres and media;
2. Student will compare and demonstrate classical and contemporary acting techniques and methods;
3. Student will demonstrate artistic discipline in rehearsal and performance.
4. Student will create and sustain characters in monologues and ensembles, using different acting styles and techniques;

5. Student will create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.
6. Student will compare how similar themes are treated in drama from various cultures and historical periods;
7. Student will illustrate with formal and informal performances, and discuss how theatre can reveal universal concepts;
8. Student will identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods;
9. Student will identify cultural and historical sources of American theatre and musical theatre;
10. Student will analyze the effect of their own cultural experiences on their dramatic work.

Stage Management

Grade 10

CREDITS: 0.5 each / 1.0 total

COREQUISITE: Acting 3 and 4

Students will learn how to be an effective stage manager for theatrical shows. They will be required to create paperwork and a professional prompt script for a show of their choosing. Hands-on experience will be available with shows or scenes performed in the curriculum. Students will also learn union rules and standards.

Course Competencies: This course will help the student meet the following competencies:

1. Student will construct imaginative scripts using different playwriting forms and techniques;
2. Student will collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.
3. Student will explain the basic physical and chemical properties of technical theatre, such as light, color, textures, materials, electricity, paint, sound, and make-up;
4. Student will analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements;
5. Student will design visual and aural elements to convey environments that clearly support the text;
6. Student will apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and make-up;
7. Student will design coherent stage management, promotional and business plans.
8. Student will explain how scientific and technological advances have affected set, lighting, sound, and costume design and implementation for theatre, film, television, and electronic media productions;
9. Student will collaborate with directors to develop production concepts that create a unified performance experience;
10. Student will safely construct and efficiently operate technical aspects of theatre, film, television, and electronic media productions;
11. Student will create and implement production schedules, stage management plans, promotional ideas, and business and house procedures for dramatic productions.
12. Student will research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for formal and informal theatre, film, television, and electronic media productions.
13. Student will identify locally, nationally, and internationally recognized individuals or groups in the field of theatre arts;
14. Student will explore career opportunities in theatre and theatre-related fields.

Directing

Grade 12

CREDITS: 0.5 each / 1.0 total

COREQUISITE: Acting 7 and 8

Directing: Students are taught basic skills and tactics of directing for the stage. Students will study specific directing styles, choose a short script, audition and cast the show, and direct it to performance quality. This class will culminate in a sharing and critique session.

Course Competencies: This course will help the student meet the following competencies:

1. Student will analyze the physical, emotional, and social dimensions of characters found in the dramatic texts from various genres and media;
2. Student will compare and demonstrate classical and contemporary acting techniques and methods;
3. Student will demonstrate artistic discipline in rehearsal and performance.
4. Student will create and sustain characters in monologues and ensembles, using different acting styles and techniques;
5. Student will create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.
6. Student will create and implement production schedules, stage management plans, promotional ideas, and business and house procedures for dramatic productions.
7. Student will develop multiple script and design interpretations and justify those that are most appropriate;
8. Student will communicate directorial choices for improvised or scripted scenes to an ensemble;
9. Student will use techniques of staging and blocking to achieve different effects and to convey meaning.
10. Student will conduct auditions, cast actors, direct scenes, and organize and lead production meetings to achieve production goals.
11. research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for formal and informal theatre, film, television, and electronic media productions.
12. Student will integrate several art forms and/or media in theatre, film, television, or electronic media productions.
13. Student will explore career opportunities in theatre and theatre-related fields.
14. research and describe career options as they relate to performance, production, and communication;
15. Student will identify and interview professionals in the field of theatre.

Stage Production

Intro to Stagecraft

Grade 9

CREDITS: 0.5 each / 1.0 total

Prerequisite: None

An Introduction to Stagecraft is a course that teaches about the unsung heroes of the theater world. Participants explore the technical jobs that make theatre happen, including scenic

construction and painting, costume assembly, electrics, sound production, and property craft techniques. Guest technicians join to discuss their jobs and introduce participants to the professionals working in the theatrical industry.

Course Competencies: This course will help the student meet the following competencies:

1. Student will explain the basic physical and chemical properties of technical theatre, such as light, color, textures, materials, electricity, paint, sound, and make-up;
2. Student will analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements;
3. Student will design visual and aural elements to convey environments that clearly support the text;
4. Student will apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and make-up;

Stagecraft

Grade 10

CREDITS: 0.5 each / 1.0 total

Prerequisite: Intro Stagecraft

This course trains the student in all areas of theatre practice except acting. The student becomes proficient in analyzing set design, color, lighting, costuming, and stage make-up. Practical experience is gained in the construction of sets and stage materials. Course can be taken more than once for credit.

Course Competencies: This course will help the student meet the following competencies:

1. Student will explain the basic physical and chemical properties of technical theatre, such as light, color, textures, materials, electricity, paint, sound, and make-up;
2. Student will analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements;
3. Student will design visual and aural elements to convey environments that clearly support the text;
4. Student will apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and make-up;
5. Student will design coherent stage management, promotional and business plans.
6. Student will explain how scientific and technological advances have affected set, lighting, sound, and costume design and implementation for theatre, film, television, and electronic media productions;
7. Student will collaborate with directors to develop production concepts that create a unified performance experience;
8. Student will safely construct and efficiently operate technical aspects of theatre, film, television, and electronic media productions;
9. Student will create and implement production schedules, stage management plans, promotional ideas, and business and house procedures for dramatic productions.
10. Student will identify locally, nationally, and internationally recognized individuals or groups in the field of theatre arts;

11. Student will explore career opportunities in theatre and theatre-related fields.
12. Student will research and describe career options as they relate to performance, production, and communication;
13. Student will identify and interview professionals in the field of theatre.

Technical Theatre Production

Grade 11

CREDITS: 0.5 each / 1.0 total

Prerequisite: Intro Stagecraft

This course trains the student in all areas of theatre practice except acting. The student becomes proficient in analyzing set design, color, lighting, costuming, and stage make-up. Practical experience is gained in the construction of sets and stage materials. Course can be taken more than once for credit. Intro Stagecraft is the prerequisite for Stagecraft and provides Fine Arts Credit for High School Graduation. This is the capstone course in the pathway for Stagecraft students. Prerequisite is a year in Intro Stagecraft and being a crew lead.

Course Competencies: This course will help the student meet the following competencies:

1. Student will explain the basic physical and chemical properties of technical theatre, such as light, color, textures, materials, electricity, paint, sound, and make-up;
2. Student will analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements;
3. Student will design visual and aural elements to convey environments that clearly support the text;
4. Student will apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and make-up;
5. Student will design coherent stage management, promotional and business plans.
6. Student will explain how scientific and technological advances have affected set, lighting, sound, and costume design and implementation for theatre, film, television, and electronic media productions;
7. Student will collaborate with directors to develop production concepts that create a unified performance experience;
8. Student will safely construct and efficiently operate technical aspects of theatre, film, television, and electronic media productions;
9. Student will create and implement production schedules, stage management plans, promotional ideas, and business and house procedures for dramatic productions.
10. Student will identify locally, nationally, and internationally recognized individuals or groups in the field of theatre arts;
11. Student will explore career opportunities in theatre and theatre-related fields.
12. Student will research and describe career options as they relate to performance, production, and communication;
13. Student will identify and interview professionals in the field of theatre.

Production Design

Grade 12

CREDITS: 0.5 each / 1.0 total

Prerequisite: Stagecraft and Technical Theatre Production

This course gives students the hands-on opportunity to design an aspect of a show in either lighting, set, or costumes from start to finish. They will design a show of their choosing and then work on an actual show to be completely created and performed within the curriculum.

Course Competencies: This course will help the student meet the following competencies:

1. Student will explain the basic physical and chemical properties of technical theatre, such as light, color, textures, materials, electricity, paint, sound, and make-up;
2. Student will analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements;
3. Student will design visual and aural elements to convey environments that clearly support the text;
4. Student will apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and make-up;
5. Student will design coherent stage management, promotional and business plans.
6. Student will explain how scientific and technological advances have affected set, lighting, sound, and costume design and implementation for theatre, film, television, and electronic media productions;
7. Student will collaborate with directors to develop production concepts that create a unified performance experience;
8. Student will safely construct and efficiently operate technical aspects of theatre, film, television, and electronic media productions;
9. Student will create and implement production schedules, stage management plans, promotional ideas, and business and house procedures for dramatic productions.
10. Student will identify locally, nationally, and internationally recognized individuals or groups in the field of theatre arts;
11. Student will explore career opportunities in theatre and theatre-related fields.
12. Student will research and describe career options as they relate to performance, production, and communication;
13. Student will identify and interview professionals in the field of theatre.

Theatre History & Plays

Theatre History 1 and 2

GRADE: 9

CREDITS: 0.5 each / 1.0 total

COREQUISITE: Acting 1 and 2

This two semester course explores the historical context, staging practices, and dramatic literature of the origins of theatre in Africa, India, classical Greece and Rome, Medieval Europe, Asia, Renaissance England, Italy, and France, 18th-century Western Europe and Latin America. Students will discover how the theatrical practices of the past continue to influence contemporary trends in theatre and film? The historical context of a play, playwright, or theatrical practices allows students to discover how theatre and society work to shape each other. Students examine and critically analyze major trends of theatre from the past and the present from a variety of cultures. Study of theatrical architecture and advances in technical theatre, emphasizes an understanding of how and why these structures affect storytelling. Study of dramatic literature in historical context, gives students an opportunity to consider: patronage, gender, race, and the functions and effects of theatre on the artists themselves and their audience.

Course Competencies: This course will help the student meet the following competencies:

1. Student will be analyze the physical, emotional, and social dimensions of characters found in the dramatic texts from various genres and media;
2. Student will be able to compare and demonstrate classical and contemporary acting techniques and methods;
3. Student will be able to demonstrate artistic discipline in rehearsal and performance.
4. Student will be able to create and sustain characters in monologues and ensembles, using different acting styles and techniques;
5. Student will be able to create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.
6. Student will develop multiple script and design interpretations and justify those that are most appropriate;
7. Student will communicate directorial choices for improvised or scripted scenes to an ensemble;
8. Student will use techniques of staging and blocking to achieve different effects and to convey meaning.
9. Student will identify and research cultural, historical, and symbolic clues in dramatic texts evaluate the validity and practicality of information to assist in making artistic choices for formal and informal productions.
10. Student will research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for formal and informal theatre, film, television, and electronic media productions.
11. Student will analyze, compare, and evaluate differing critiques of the same dramatic texts and performances;
12. Student will critique several dramatic works in terms of other aesthetic philosophies (such as the underlying ethos of Greek drama, French classicism, Shakespeare, Indian classical drama, Japanese kabuki, etc.) as they may relate to time and place;
13. Student will analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to inform further development of the work.

Theatre History 3 and 4

GRADE: 10

CREDITS: 0.5 each / 1.0 total

COREQUISITE: Acting 3 and 4

This two semester course focuses on the exploration and analysis of foundational 19th/20th century dramatic texts from the 19th century to 1960's. Students will have the opportunity to investigate texts in a historical context, and to explore contemporary works influenced by the original texts. Playwrights included in this course celebrate plays from Western Europe, North & South America and Africa.

Course Competencies: This course will help the student meet the following competencies:

1. Student will be analyze the physical, emotional, and social dimensions of characters found in the dramatic texts from various genres and media;
2. Student will be able to compare and demonstrate classical and contemporary acting techniques and methods;
3. Student will be able to demonstrate artistic discipline in rehearsal and performance.
4. Student will be able to create and sustain characters in monologues and ensembles, using different acting styles and techniques;

5. Student will be able to create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.
6. Student will develop multiple script and design interpretations and justify those that are most appropriate;
7. Student will communicate directorial choices for improvised or scripted scenes to an ensemble;
8. Student will use techniques of staging and blocking to achieve different effects and to convey meaning.
9. Student will identify and research cultural, historical, and symbolic clues in dramatic texts evaluate the validity and practicality of information to assist in making artistic choices for formal and informal productions.
10. Student will research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for formal and informal theatre, film, television, and electronic media productions.
11. Student will analyze, compare, and evaluate differing critiques of the same dramatic texts and performances;
12. Student will critique several dramatic works in terms of other aesthetic philosophies (such as the underlying ethos of Greek drama, French classicism, Shakespeare, Indian classical drama, Japanese kabuki, etc.) as they may relate to time and place;
13. Student will analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to inform further development of the work.

Theatre History 5 and 6

GRADE: 11

CREDITS: 0.5 each / 1.0 total

COREQUISITE: Acting 5 and 6

This two semester course looks at theatre from the 1960's to the current day, with an emphasis on the civil rights movement and other political and social movements in the Americas. Focusing on plays and playwrights whose work addresses the issues of their times with special emphasis placed on playwrights and artists of color, women, and LGBTQ community. The emergence of the Off- Broadway and Off-Off Broadway and theatre artists borne from this movement and their significance today are also studied.

Course Competencies: This course will help the student meet the following competencies:

1. Student will be analyze the physical, emotional, and social dimensions of characters found in the dramatic texts from various genres and media;
2. Student will be able to compare and demonstrate classical and contemporary acting techniques and methods;
3. Student will be able to demonstrate artistic discipline in rehearsal and performance.
4. Student will be able to create and sustain characters in monologues and ensembles, using different acting styles and techniques;
5. Student will be able to create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.
6. Student will develop multiple script and design interpretations and justify those that are most appropriate;
7. Student will communicate directorial choices for improvised or scripted scenes to an ensemble;
8. Student will use techniques of staging and blocking to achieve different effects and to convey meaning.

9. Student will identify and research cultural, historical, and symbolic clues in dramatic texts evaluate the validity and practicality of information to assist in making artistic choices for formal and informal productions.
10. Student will research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for formal and informal theatre, film, television, and electronic media productions.
11. Student will analyze, compare, and evaluate differing critiques of the same dramatic texts and performances;
12. Student will critique several dramatic works in terms of other aesthetic philosophies (such as the underlying ethos of Greek drama, French classicism, Shakespeare, Indian classical drama, Japanese kabuki, etc.) as they may relate to time and place;
13. Student will analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to inform further development of the work.

VOCAL MUSIC STUDIO

PROGRAM SEQUENCE

FOUNDATION LEVEL COURSES			
<i>10.0 credits of foundation level courses are required of all Vocal Music Studio Majors</i>			
YEAR ONE		YEAR TWO	
ENSEMBLE AND TECHNIQUE 3.0 Credits	THEORY & COMPOSITION 1.0 Credit	ENSEMBLE AND TECHNIQUE 4.0 Credits	THEORY & COMPOSITION 2.0 Credits
<i>Voice 1 Voice 2 Chorus</i>	<i>Vocal Sight Singing</i>	<i>Voice 3 Voice 4 Mixed Chorus</i>	<i>Music Theory 1 Music Theory 2</i>
UPPER LEVEL COURSES			
<i>10.0 credits of upper-level courses are required of all Vocal Music Studio Majors</i>			
YEAR THREE and YEAR FOUR			
ENSEMBLE AND TECHNIQUE 6.0 Credits		HISTORY, TECHNOLOGY, AND THEORY & COMPOSITION 2.0 Credits	
<i>Voice 5 Voice 6 Mixed Chorus</i>		<i>Music History 1 and 2 *required Year Three or Four</i>	
<i>Gospel Choir</i>		<i>Advanced Harmony 1 and 2</i>	

<i>Operetta & Opera Workshop</i>	<i>Jazz Improvisation 1 and 2</i>
<i>Musical Theater</i>	<i>Music Technology</i>
<i>Solo Voice & Audition Preparation</i>	<i>Orchestration 1 and 2</i>
<i>Guitar</i>	
<i>Piano</i>	

Course Competencies: These courses will help the student meet the following competencies:

Competency #1: Creating

5. Student will apply the skills and language of a specific arts discipline, students will demonstrate the ability to create in the arts.
6. Student will generate, conceptualize, and organize artistic ideas while refining and completing artistic ideas.

Competency #2: Presenting

3. Student will apply the skills and language of a specific arts discipline, students will demonstrate the ability to present in the arts.

Competency #3: Responding

3. Student will apply the skills and language of a specific arts discipline, students will demonstrate the ability to respond in the arts.

Competency #4: Connecting

3. Students will apply the skills and language of a specific arts discipline, students will demonstrate the ability to connect in the arts.

VOCAL MUSIC STUDIO

COURSE DESCRIPTIONS

History

Music History 1 and 2

GRADE: 11-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: *None*

Survey of Western music from ancient times to the present. It familiarizes students with the sounds, structures, trends, forms, and composers of European art music.

Course Competencies: This course will help the student meet the following competencies:

1. Student will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices;
2. Student will demonstrate extensive knowledge of the technical vocabulary of music;
3. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
4. Student will demonstrate the ability to perceive and remember music events;
5. Student will compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
6. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.
7. Student will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;
8. Student will identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them;
9. Student will identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.
10. Student will identify and explain the stylistic features of a given music work that serve to define its aesthetic tradition and its historical or cultural context.
11. Student will identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Theory and Composition

Vocal Sight-Singing

GRADE: 9

CREDITS: 1.0

PREREQUISITE: *None*

Students learn the basics of reading and writing music and standard musical notation. The Sol-fa system is used for students to be able to sing melodies, and the ability to write melodies and rhythms through melodic and rhythmic dictation is emphasized.

Course Competencies: This course will help the student meet the following competencies:

1. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
2. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.

3. Student will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
4. Student will interpret nonstandard notation symbols used by twentieth-century composers;
5. Student will (for choral/instrumental students) sight-read, accurately and expressively, music with a difficulty level of 4, on a scale of 1 to 6.

Music Theory 1

GRADE: 10

CREDITS: 1.0

PREREQUISITE: Sight-Singing

Introduction to music fundamentals such as musical notation, modes, and scales. Students learn the different qualities of triad chord construction and the beginning of four-part harmonic writing. Melodic, rhythmic, and harmonic dictations, as well as ear training exercises, are an integral component of this course of study.

Course Competencies: This course will help the student meet the following competencies:

1. Student will compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
2. Student will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.
3. Student will compose music, demonstrating imagination and technical skill in applying the principles of composition.
4. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
5. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.

Music Theory 2

GRADE: 10

CREDITS: 1.0

PREREQUISITE: Vocal Music Theory 1

Basic concepts of triad chord inversions and figured bass line and soprano line harmonization using inversions. Students are introduced to the 7th Chords and the complete and incomplete versions of the Dominant 7th Chord. Topics covered include the second inversion chord progressions and the secondary triads of the scale. Basic concepts of cadences and cadence chord progressions are begun. Non-harmonic tones are also covered. Ear training, sight singing, and dictation continue to be integral components.

Course Competencies: This course will help the student meet the following competencies:

1. Student will compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
2. Student will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.

3. Student will compose music, demonstrating imagination and technical skill in applying the principles of composition.
4. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
5. Student will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
6. Student will interpret nonstandard notation symbols used by twentieth-century composers;
7. Student will (for choral/instrumental students) sight-read, accurately and expressively, music with a difficulty level of 4, on a scale of 1 to 6.
8. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

Advanced Harmony 1 and 2

GRADE: 11-12

CREDITS: 1.0

PREREQUISITE: Vocal Music Theory 2

Aural and visual identification of procedures based in common-practice tonality: functional triadic harmony in traditional four-voice texture (with vocabulary including nonharmonic tones, seventh chords, and secondary dominants). Topics include cadences, melodic and harmonic compositional processes (e.g., sequence, motivic development), standard rhythms and meters, phrase structure (e.g., contrasting period, phrase group), small forms (e.g., rounded binary, simple ternary, theme and variation, strophic), and modulation to closely related keys. A brief introduction to twentieth-century scales, choral structures, and compositional procedures is included. Ear training, sight singing, and dictation continue to be integral components.

Course Competencies: This course will help the student meet the following competencies:

1. Student will compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
2. Student will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.
3. Student will compose music, demonstrating imagination and technical skill in applying the principles of composition.
4. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
5. Student will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
6. Student will interpret nonstandard notation symbols used by twentieth-century composers;
7. Student will (for choral/instrumental students) sight-read, accurately and expressively, music with a difficulty level of 4, on a scale of 1 to 6.
8. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

Jazz Improvisation 1 and 2

GRADE: 11-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: None

Jazz Improvisation offers students an opportunity to explore the basic approach to improvisation through the playing of compositions, chords, and scales. The class will study and develop an understanding of jazz forms with a strong emphasis on time, meter, and jazz swing feel. Students have an opportunity to work together and play in small ensembles.

Course Competencies: This course will help the student meet the following competencies:

1. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;
2. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 5 on a scale of 1 to 6;
3. Student will improvise stylistically appropriate harmonization/homophonic parts;
4. Student will improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys;
5. Student will improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.
6. Student will improvise stylistically appropriate harmonization/ homophonic parts in a variety of styles;
7. Student will improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.
8. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.

Orchestration 1 and 2

GRADE: 11-12

CREDITS: 1.0

PREREQUISITE: Assistant Principal's Approval

Students learn how to arrange musical compositions for orchestra. Each instrument is examined for its range, transposition, clef, and technical capabilities. The historical development of each category of instrument is also covered. Students orchestrate a musical piece for a woodwind quartet, brass quintet, percussion ensemble, and string quintet. The course's culminating project is the arranging of a musical composition for a full orchestra. The ability to read an orchestral score and understand the terminology used in a variety of languages is stressed.

Course Competencies: This course will help the student meet the following competencies:

1. Student will compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
2. Student will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.
3. Student will arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music;
4. Student will compose music, demonstrating imagination and technical skill in applying the principles of composition.
5. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;

6. Student will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
7. Student will interpret nonstandard notation symbols used by twentieth-century composers;
8. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

Ensembles

Chorus

GRADE: 9

CREDITS: 1.0

PREREQUISITE: None

A required foundational vocal ensemble for all Freshmen. Students will study basic reading skills and methodologies that will prepare them for more advanced choral study. Students will be featured in at least 2 concerts a year.

Course Competencies: This course will help the student meet the following competencies:

1. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;
2. Student will sing music written in four parts, with and without accompaniment, demonstrating well-developed ensemble skills.
3. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 5 on a scale of 1 to 6;
4. Student will sing music written in more than four parts;
5. Student will sing in small ensembles with one student on each part.
6. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
7. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.
8. Student will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices;
9. Student will demonstrate extensive knowledge of the technical vocabulary of music;
10. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
11. Student will demonstrate the ability to perceive and remember music events; compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
12. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.
13. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;

14. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
15. Student will evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it uses to evoke feelings and emotions.
16. Student will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;
17. Student will identify and explain the stylistic features of a given music work that serve to define its aesthetic tradition and its historical or cultural context.
18. Student will identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Mixed Chorus 1 and 2

GRADE: 10-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: *Elementary Chorus (tenors and basses) & Treble (sopranos and altos) AND Assistant Principal's Approval*

Intermediate to advanced study of choral repertoire for mixed voices. Outcomes include the ability to read music and acquire the rehearsal techniques in preparation for the Senior Chorus. Students learn vocalizing techniques including a focus on breath control, posture, and vowel functions. Scales, triads, intervallic recognition, and four-part harmonic progressions are essential parts of the curriculum. Standard repertoire will be studied and performed.

Course Competencies: This course will help the student meet the following competencies:

1. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;
2. Student will sing music written in four parts, with and without accompaniment, demonstrating well-developed ensemble skills.
3. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 5 on a scale of 1 to 6;
4. Student will sing music written in more than four parts;
5. Student will sing in small ensembles with one student on each part.
6. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
7. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.
8. Student will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices;
9. Student will demonstrate extensive knowledge of the technical vocabulary of music;
10. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
11. Student will demonstrate the ability to perceive and remember music events; compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
12. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

13. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;
14. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
15. Student will evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it uses to evoke feelings and emotions.
16. Student will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;
17. Student will identify and explain the stylistic features of a given music work that serve to define its aesthetic tradition and its historical or cultural context.
18. Student will identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Gospel Choir 1 and 2

GRADE: 11-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: None - Open to All Studios

The study and performance of “gospel music” from both a historical and cultural perspective, including the study of spirituals, anthems, hymns — in traditional and contemporary genre — both á cappella and accompanied. Students will be featured in at least 2 concerts a year.

Course Competencies: This course will help the student meet the following competencies:

1. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;
2. Student will sing music written in four parts, with and without accompaniment, demonstrating well-developed ensemble skills.
3. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 5 on a scale of 1 to 6;
4. Student will sing music written in more than four parts;
5. Student will sing in small ensembles with one student on each part.
6. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
7. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.
8. Student will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices;
9. Student will demonstrate extensive knowledge of the technical vocabulary of music;
10. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
11. Student will demonstrate the ability to perceive and remember music events; compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
12. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

13. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;
14. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
15. Student will evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it uses to evoke feelings and emotions.
16. Student will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;
17. Student will identify and explain the stylistic features of a given music work that serve to define its aesthetic tradition and its historical or cultural context.
18. Student will identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Operetta & Opera Workshop 1 and 2

GRADE: 11-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: Voice 6 AND Assistant Principal's Approval

This is an advanced ensemble that focuses on operetta and operatic scenes and entrance is by audition only. Students prepare scenes and arias selected from operatic, operetta and legit musical theater for performance in both master-classes and public settings. This ensemble performs scenes in two concerts and culminates in a full-scale operetta/opera production in collaboration with the Opera Pit Orchestra and the NESA Technical Theater department.

Course Competencies: This course will help the student meet the following competencies:

1. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;
2. Student will sing music written in four parts, with and without accompaniment, demonstrating well-developed ensemble skills.
3. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 5 on a scale of 1 to 6;
4. Student will sing music written in more than four parts;
5. Student will sing in small ensembles with one student on each part.
6. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
7. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.
8. Student will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices;
9. Student will demonstrate extensive knowledge of the technical vocabulary of music;
10. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
11. Student will demonstrate the ability to perceive and remember music events; compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
12. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

13. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;
14. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
15. Student will evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it uses to evoke feelings and emotions.
16. Student will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;
17. Student will identify and explain the stylistic features of a given music work that serve to define its aesthetic tradition and its historical or cultural context.
18. Student will identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Musical Theater 1 and 2

GRADE: 11-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: Mixed Chorus

Repertoire is selected from the Broadway, jazz, and pop genres. Musical Theater performs regularly at special events throughout New England.

Course Competencies: This course will help the student meet the following competencies:

1. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;
2. Student will sing music written in four parts, with and without accompaniment, demonstrating well-developed ensemble skills.
3. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 5 on a scale of 1 to 6;
4. Student will sing music written in more than four parts;
5. Student will sing in small ensembles with one student on each part.
6. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
7. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.
8. Student will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices;
9. Student will demonstrate extensive knowledge of the technical vocabulary of music;
10. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
11. Student will demonstrate the ability to perceive and remember music events; compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
12. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

13. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;
14. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
15. Student will evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it uses to evoke feelings and emotions.
16. Student will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;
17. Student will identify and explain the stylistic features of a given music work that serve to define its aesthetic tradition and its historical or cultural context.
18. Student will identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Vocal Technique

Voice 1

GRADE: 9

CREDITS: 1.0

PREREQUISITE: None

This course provides a foundation in vocal technique. Students develop their range, sense of musicianship and interpretation skills. Students will become adept at using the International Phonetic Alphabet for correct pronunciation and use of Italianate vowels for singing through the repertoire of Italian Art Song.

Course Competencies: This course will help the student meet the following competencies:

1. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;
2. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 5 on a scale of 1 to 6;
3. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.
4. Student will demonstrate extensive knowledge of the technical vocabulary of music;
5. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
6. Student will demonstrate the ability to perceive and remember music events; compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
7. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

8. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;
9. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Voice 2

GRADE: 9

CREDITS: 1.0

PREREQUISITE: Voice 1

This course is a continuation of Voice 1. Through the study of German Art Song, students will continue to improve their vocal technique, repertoire and musicianship. Their knowledge of the International Phonetic Alphabet will expand to the pronunciation of the German language and vowels in particular.

Course Competencies: This course will help the student meet the following competencies:

1. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;
2. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 5 on a scale of 1 to 6;
3. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.
4. Student will demonstrate extensive knowledge of the technical vocabulary of music;
5. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
6. Student will demonstrate the ability to perceive and remember music events; compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
7. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.
8. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;
9. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Voice 3

GRADE: 10

CREDITS: 1.0

PREREQUISITE: Voice 2

This course focuses on the French Art Song. Students will continue to expand the skills they acquired in Voice 1 and 2. French pronunciation and vowel production continues through the use of the International Phonetic Alphabet.

Course Competencies: This course will help the student meet the following competencies:

1. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;
2. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 5 on a scale of 1 to 6;
3. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.
4. Student will demonstrate extensive knowledge of the technical vocabulary of music;
5. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
6. Student will demonstrate the ability to perceive and remember music events; compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
7. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.
8. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;
9. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Voice 4

GRADE: 10

CREDITS: 1.0

PREREQUISITE: Voice 3

The vocal journey continues through the study of English Art Song as a continuation of Voice 3. Students also learn the skills to audition for junior vocal electives.

Course Competencies: This course will help the student meet the following competencies:

1. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;
2. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 5 on a scale of 1 to 6;
3. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.
4. Student will demonstrate extensive knowledge of the technical vocabulary of music;
5. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
6. Student will demonstrate the ability to perceive and remember music events; compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
7. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.
8. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;

9. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Voice 5

GRADE: 11

CREDITS: 1.0

PREREQUISITE: Voice 4

This Course presents repertoire from Opera and Oratorio. Students continue to develop technique, repertoire and musicianship. More attention is given to audition technique to equip students with the skills to audition for opportunities both within and outside New England School of the Arts.

Course Competencies: This course will help the student meet the following competencies:

1. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;
2. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 5 on a scale of 1 to 6;
3. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.
4. Student will demonstrate extensive knowledge of the technical vocabulary of music;
5. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
6. Student will demonstrate the ability to perceive and remember music events; compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
7. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.
8. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;
9. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Voice 6

GRADE: 11

CREDITS: 1.0

PREREQUISITE: Voice 5

Students will focus on Musical Theater repertoire during this class. Students will apply the techniques they have learned in previous voice classes to perform all styles of musical theater from the American Songbook to contemporary Broadway to jazz standards.

Course Competencies: This course will help the student meet the following competencies:

1. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;
2. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 5 on a scale of 1 to 6;
3. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.
4. Student will demonstrate extensive knowledge of the technical vocabulary of music;
5. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
6. Student will demonstrate the ability to perceive and remember music events; compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
7. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.
8. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;
9. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Solo Voice & Audition Preparation 1 and 2

GRADE: 12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: Voice 6/application process

The students will work on audition techniques and solo repertoire. Students will work on development of vocal technique concepts, with an emphasis on solo singing. Students improve sight singing skills through continued reading of vocal repertoire. Admission to solo voice & audition preparation is through an application process and recommendations from their New England School voice teachers.

Course Competencies: This course will help the student meet the following competencies:

1. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;
2. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 5 on a scale of 1 to 6;
3. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.
4. Student will demonstrate extensive knowledge of the technical vocabulary of music;
5. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
6. Student will demonstrate the ability to perceive and remember music events; compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
7. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

8. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;
9. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Non-Vocal Technique

Guitar

GRADE: 11-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: None

Students learn the basic principles of guitar technique, including tuning, melodic fingering and bar chords.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform in small ensembles with one student on a part.
2. Student will perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3 on a scale of 1 to 6, including some solos performed from memory.
3. Student will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
4. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques
5. Student will play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Beginning Piano

GRADE: 9-10

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: None

Develop skills in learning to play the piano. Beginning concepts such as basic music theory, chord construction, rhythmic and harmonic knowledge will be applied throughout this course.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform in small ensembles with one student on a part.
2. Student will perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3 on a scale of 1 to 6, including some solos performed from memory.
3. Student will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;

4. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques
5. Student will play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Intermediate/Advanced Piano

GRADE: 10-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: Beginning Piano OR Department Chair Approval

Skill building in reading, theory, and performance practices needed for the advanced piano literature will be studied. Students will develop fluency in reading and comprehension skills in the deconstruction of melodic, harmonic, and technical concepts with the learning of pianistic work and performance skills. Instructional units include transposition, scales, score reading, and solo and four-hand piano performances.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform in small ensembles with one student on a part.
2. Student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6;
3. Student will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
4. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques
5. Student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 5, on a scale of 1 to 6.

Technology

Music Technology 1 and 2

GRADE: 11-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: None

Music Technology offers students an opportunity to work hands-on in a recording studio. They will learn about synthesizers, computers, and recording technology. Introduction to various recording platforms are explored in this class. The students' work culminates in a self-engineered group recording project.

Course Competencies: This course will help the student meet the following competencies:

1. Student will compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect;

2. Student will arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music;
3. Student will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.
4. Student will compose music, demonstrating imagination and technical skill in applying the principles of composition.
5. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;
6. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
7. Student will evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it uses to evoke feelings and emotions.
8. Student will recognize that some people are hired to sing or play varied styles of music in various media

INSTRUMENTAL MUSIC STUDIO

PROGRAM SEQUENCE

FOUNDATION LEVEL COURSES			
<i>7.0 credits of foundation level courses are required of all Instrumental Music Studio Majors</i>			
YEAR ONE		YEAR TWO	
ENSEMBLE AND TECHNIQUE 4.0 Credits	THEORY & COMPOSITION 2.0 Credits	ENSEMBLE AND TECHNIQUE 4.0 Credits	THEORY & COMPOSITION 2.0 Credits
<i>Band OR Orchestra</i> <i>Brass OR Percussion OR Strings OR Woodwinds</i>	<i>Sight-Singing Music Theory 1</i>	<i>Band OR Orchestra</i> <i>Brass OR Percussion OR Strings OR Woodwinds</i>	<i>Music Theory 2</i>

UPPER LEVEL COURSES <i>10.0 credits of upper-level courses are required of all Instrumental Music Studio Majors</i>	
YEAR THREE and YEAR FOUR	
ENSEMBLE AND TECHNIQUE 4.0 Credits per year	HISTORY, TECHNOLOGY, AND THEORY & COMPOSITION 2.0 Credits
<i>Band OR Orchestra</i> <i>Brass OR Percussion OR Strings OR Woodwinds</i>	<i>Music History 1 and 2 *required Year Three or Four</i>
<i>Chamber Music for Strings OR Woodwinds & Brass</i>	<i>Advanced Harmony 1 and 2</i>
<i>Jazz Band</i>	<i>Jazz Improvisation 1 and 2</i>
<i>Guitar</i>	<i>Music Technology 1 and 2</i>
<i>Piano</i>	<i>Orchestration 1 and 2</i>
<i>Pit Orchestra</i>	

Course Competencies: These courses will help the student meet the following competencies:

Competency #1: Creating

7. Student will apply the skills and language of a specific arts discipline, students will demonstrate the ability to create in the arts.
8. Student will generate, conceptualize, and organize artistic ideas while refining and completing artistic ideas.

Competency #2: Presenting

4. Student will apply the skills and language of a specific arts discipline, students will demonstrate the ability to present in the arts.

Competency #3: Responding

4. Student will apply the skills and language of a specific arts discipline, students will demonstrate the ability to respond in the arts.

Competency #4: Connecting

4. Students will apply the skills and language of a specific arts discipline, students will demonstrate the ability to connect in the arts.

INSTRUMENTAL MUSIC STUDIO

COURSE DESCRIPTIONS

History

Music History 1 and 2

GRADE: 11 or 12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: None

Survey of Western music from ancient times to the present. It familiarizes students with the sounds, structures, trends, forms, and composers of European art music.

Course Competencies: This course will help the student meet the following competencies:

1. Student will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices;
2. Student will demonstrate extensive knowledge of the technical vocabulary of music;
3. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
4. Student will demonstrate the ability to perceive and remember music events;
5. Student will compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
6. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.
7. Student will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;
8. Student will identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them;
9. Student will identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.
10. Student will identify and explain the stylistic features of a given music work that serve to define its aesthetic tradition and its historical or cultural context.
11. Student will identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Theory and Composition

Instrumental Sight-Singing

GRADE: 9

CREDITS: 1.0

PREREQUISITE: None

Basics of reading and writing music and standard musical notation. The Sol-fa system is used for students to be able to sing melodies, and the ability to write melodies and rhythms through melodic and rhythmic dictation is emphasized.

Course Competencies: This course will help the student meet the following competencies:

1. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
2. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.
3. Student will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
4. Student will interpret nonstandard notation symbols used by twentieth-century composers;
5. Student will (for choral/instrumental students) sight-read, accurately and expressively, music with a difficulty level of 4, on a scale of 1 to 6.

Music Theory 1

GRADE: 9

CREDITS: 1.0

PREREQUISITE: Sight-Singing

Introduction to music fundamentals such as musical notation, modes, and scales. Students learn the different qualities of triad chord construction and the beginning of four-part harmonic writing. Melodic, rhythmic, and harmonic dictations, as well as ear training exercises, are an integral component of this course of study.

Course Competencies: This course will help the student meet the following competencies:

1. Student will compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
2. Student will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.
3. Student will compose music, demonstrating imagination and technical skill in applying the principles of composition.
4. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
5. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.

Music Theory 2

GRADE: 10

CREDITS: 1.0

PREREQUISITE: Music Theory 1

Basic concepts of triad chord inversions and figured bass line and soprano line harmonization using inversions. Students are introduced to the 7th Chords and the complete and incomplete versions of the

Dominant 7th Chord. Topics covered include the second inversion chord progressions and the secondary triads of the scale. Basic concepts of cadences and cadence chord progressions are begun. Non-harmonic tones are also covered. Ear training, sight singing, and dictation continue to be integral components.

Course Competencies: This course will help the student meet the following competencies:

1. Student will compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
2. Student will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.
3. Student will compose music, demonstrating imagination and technical skill in applying the principles of composition.
4. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
5. Student will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
6. Student will interpret nonstandard notation symbols used by twentieth-century composers;
7. Student will (for choral/instrumental students) sight-read, accurately and expressively, music with a difficulty level of 4, on a scale of 1 to 6.
8. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

Advanced Harmony 1 and 2

GRADE: 11-12

CREDITS: 1.0

PREREQUISITE: Instrumental Music Theory 2

Aural and visual identification of procedures based in common-practice tonality: functional triadic harmony in traditional four-voice texture (with vocabulary including nonharmonic tones, seventh chords, and secondary dominants). Topics include cadences, melodic and harmonic compositional processes (e.g., sequence, motivic development), standard rhythms and meters, phrase structure (e.g., contrasting period, phrase group), small forms (e.g., rounded binary, simple ternary, theme and variation, strophic), and modulation to closely related keys. A brief introduction to twentieth-century scales, choral structures, and compositional procedures is included. Ear training, sight singing, and dictation continue to be integral components.

Course Competencies: This course will help the student meet the following competencies:

1. Student will compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
2. Student will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.
3. Student will compose music, demonstrating imagination and technical skill in applying the principles of composition.

4. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
5. Student will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
6. Student will interpret nonstandard notation symbols used by twentieth-century composers;
7. Student will (for choral/instrumental students) sight-read, accurately and expressively, music with a difficulty level of 4, on a scale of 1 to 6.
8. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

Jazz Improvisation 1 and 2

GRADE: 11-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: None

Jazz Improvisation offers students an opportunity to explore the basic approach to improvisation through the playing of compositions, chords, and scales. The class will study and develop an understanding of jazz forms with a strong emphasis on time, meter, and jazz swing feel. Students have an opportunity to work together and play in small ensembles.

Course Competencies: This course will help the student meet the following competencies:

1. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;
2. Student will sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 5 on a scale of 1 to 6;
3. Student will improvise stylistically appropriate harmonization/homophonic parts;
4. Student will improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys;
5. Student will improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.
6. Student will improvise stylistically appropriate harmonization/ homophonic parts in a variety of styles;
7. Student will improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.
8. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.

Orchestration 1 and 2

GRADE: 11-12

CREDITS: 1.0

PREREQUISITE: Instrumental Music Theory 3

Students learn how to arrange musical compositions for orchestra. Each instrument is examined for its range, transposition, clef, and technical capabilities. The historical development of each category of instrument is also covered. Students orchestrate a musical piece for a woodwind quartet, brass quintet, percussion ensemble, and string quintet. The course's culminating project is the arranging of a musical

composition for a full orchestra. The ability to read an orchestral score and understand the terminology used in a variety of languages is stressed.

Course Competencies: This course will help the student meet the following competencies:

1. Student will compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
2. Student will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.
3. Student will arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music;
4. Student will compose music, demonstrating imagination and technical skill in applying the principles of composition.
5. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
6. Student will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
7. Student will interpret nonstandard notation symbols used by twentieth-century composers;
8. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

Ensembles

Symphonic Band

GRADE: 9-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: None

Symphonic Band performs selections from the standard and emerging literature of the wind band repertoire. Selections include a diverse and inclusive repertoire of contemporary composers, styles and genres, all of which foster the art of symphonic wind ensembles. This ensemble is open to all wind players, brass players, and percussionists. Seating assignments are determined by a combination of auditions, needs of the ensemble, and are all at the discretion of the conductor. The ensemble has opportunities to work with guest artists, composers, and conductors. Students will be featured in at least 2 concerts a year.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6;
2. Student will perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
3. Student will perform in small ensembles with one student on a part.

4. Student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 5, on a scale of 1 to 6.
5. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
6. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.
7. Student will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices;
8. Student will demonstrate extensive knowledge of the technical vocabulary of music;
9. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
10. Student will demonstrate the ability to perceive and remember music events; compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
11. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.
12. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;
13. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
14. Student will evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it uses to evoke feelings and emotions.
15. Student will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;
16. Student will identify and explain the stylistic features of a given music work that serve to define its aesthetic tradition and its historical or cultural context.
17. Student will identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Wind Ensemble

GRADE: 10-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: Enrollment in Symphonic Band

Wind Ensemble is an auditioned group that performs selections from the standard and emerging literature of the wind band repertoire. Selections include a diverse and inclusive repertoire of contemporary composers, styles and genres, all of which foster the art of symphonic wind ensembles. This ensemble is open to sophomore, junior, and senior wind players, brass players, and percussionists who show a high-level of musicianship and commitment towards their art. Seating assignments are determined by a combination of auditions, needs of the ensemble, and are all at the discretion of the conductor. Students will be featured in at least 2 concerts a year.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6;

2. Student will perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
3. Student will perform in small ensembles with one student on a part.
4. Student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 5, on a scale of 1 to 6.
5. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
6. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.
7. Student will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices;
8. Student will demonstrate extensive knowledge of the technical vocabulary of music;
9. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
10. Student will demonstrate the ability to perceive and remember music events; compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
11. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.
12. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;
13. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
14. Student will evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it uses to evoke feelings and emotions.
15. Student will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;
16. Student will identify and explain the stylistic features of a given music work that serve to define its aesthetic tradition and its historical or cultural context.
17. Student will identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Orchestra

GRADE: 9-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: Assistant Principal's Approval

Orchestra performs arrangements from the standard string orchestra repertoire. Selections include a diverse and inclusive repertoire of composers, styles and genres, all of which foster the art of orchestral ensembles. This ensemble is open to freshman and sophomore string majors and secondary string players. Seating assignments are determined by a combination of auditions, needs of the ensemble, and are all at the discretion of the conductor. Orchestra has opportunities to work with guest artists, composers, and conductors. Students will be featured in at least 2 concerts a year.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6;
2. Student will perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
3. Student will perform in small ensembles with one student on a part.
4. Student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 5, on a scale of 1 to 6.
5. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
6. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.
7. Student will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices;
8. Student will demonstrate extensive knowledge of the technical vocabulary of music;
9. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
10. Student will demonstrate the ability to perceive and remember music events; compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
11. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.
12. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;
13. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
14. Student will evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it uses to evoke feelings and emotions.
15. Student will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;
16. Student will identify and explain the stylistic features of a given music work that serve to define its aesthetic tradition and its historical or cultural context.
17. Student will identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Pit Orchestra

GRADE: 10-12

CREDITS: 1.0

PREREQUISITE: Auditioned - Open to All Studios

This course is devoted to the learning of accompanying skills used in the Musical Theater literature. Culminating project is multiple performances of the annual school-wide musical production.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6;

2. Student will perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
3. Student will perform in small ensembles with one student on a part.
4. Student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 5, on a scale of 1 to 6.
5. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
6. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.
7. Student will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices;
8. Student will demonstrate extensive knowledge of the technical vocabulary of music;
9. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
10. Student will demonstrate the ability to perceive and remember music events; compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
11. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.
12. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;
13. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
14. Student will evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it uses to evoke feelings and emotions.
15. Student will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;
16. Student will identify and explain the stylistic features of a given music work that serve to define its aesthetic tradition and its historical or cultural context.
17. Student will identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Jazz Lab

GRADE: 10

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: Symphonic Band

Repertoire is chosen from standard jazz band literature according to level of ability. Jazz Lab participates in a minimum of two concerts a year.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6;
2. Student will perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

3. Student will perform in small ensembles with one student on a part.
4. Student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 5, on a scale of 1 to 6.
5. Student will improvise stylistically appropriate harmonization/homophonic parts;
6. Student will improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys;
7. Student will improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.
8. Student will improvise stylistically appropriate harmonization/ homophonic parts in a variety of styles;
9. Student will improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.
10. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.

Jazz Band

GRADE: 11-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: Auditioned

Advanced repertoire is chosen from standard jazz literature. There are opportunities to work with guest artists. Students will be featured in at least 2 concerts a year.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6;
2. Student will perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
3. Student will perform in small ensembles with one student on a part.
4. Student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 5, on a scale of 1 to 6.
5. Student will improvise stylistically appropriate harmonization/homophonic parts;
6. Student will improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys;
7. Student will improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.
8. Student will improvise stylistically appropriate harmonization/ homophonic parts in a variety of styles;
9. Student will improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.
10. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.

Chamber Music

GRADE: 11-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: Assistant Principal's Approval

Serious study and performance of the standard chamber music literature for string quartet, woodwind, brass, piano/string trio, and selected ensemble combinations. This class prepares students for participation in the Chamber Music Society of Lincoln Center's annual Young Musicians' Competition.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6;
2. Student will perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
3. Student will perform in small ensembles with one student on a part.
4. Student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 5, on a scale of 1 to 6.
5. Student will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
6. Student will (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.
7. Student will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices;
8. Student will demonstrate extensive knowledge of the technical vocabulary of music;
9. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
10. Student will demonstrate the ability to perceive and remember music events; compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
11. Student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.
12. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;
13. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
14. Student will evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it uses to evoke feelings and emotions.
15. Student will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;
16. Student will identify and explain the stylistic features of a given music work that serve to define its aesthetic tradition and its historical or cultural context.
17. Student will identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Primary and Secondary Instrumental Technique

Brass Methods

GRADE: 9-10

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: Assistant Principal's Approval

Technique, breathing and tone development are emphasized, including all major and minor scales and arpeggios, and selected etudes and solo pieces. In 11th and 12th grade this course prepares students for their solo jury examinations. Students also prepare brass ensemble music for coaching sessions and master classes.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform in small ensembles with one student on a part.
2. Student will perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3 on a scale of 1 to 6, including some solos performed from memory.
3. Student will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
4. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques
5. Student will play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Percussion Methods

GRADE: 9-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: Assistant Principal's Approval

Technical development on all orchestral percussion instruments is emphasized, including timpani, snare drum, xylophone, cymbals, and all other auxiliary instruments. There are opportunities to work with guest artists in master classes.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform in small ensembles with one student on a part.
2. Student will perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3 on a scale of 1 to 6, including some solos performed from memory.
3. Student will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
4. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques
5. Student will play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

String Methods

GRADE: 9-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: None

Development of basic first position technique, good playing posture, and tone production is emphasized in 9th grade. Once mastery of these techniques are achieved students are introduced to shifting to the higher positions and vibrato. By 10th and 11th grade Etudes and solo works are assigned to develop technique, and all major and minor scales and arpeggios are studied, three octaves for violin, viola, and cello, two octaves for double bass. Students study études and solo works and learn scales and arpeggios over the full range of their instruments, 3 octaves for violin, viola and cello, 2 octaves for bass.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform in small ensembles with one student on a part.
2. Student will perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3 on a scale of 1 to 6, including some solos performed from memory.
3. Student will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
4. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques
5. Student will play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Woodwind Methods

GRADE: 9-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: None

Technique and tone development is emphasized, including drills on all major and minor scales and arpeggios, etudes and solo pieces.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform in small ensembles with one student on a part.
2. Student will perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3 on a scale of 1 to 6, including some solos performed from memory.
3. Student will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
4. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques
5. Student will play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Guitar

GRADE: 11-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: None

Beginning Guitar offers an opportunity to explore the basic principles of guitar technique, including tuning, melodic fingering and bar chords.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform in small ensembles with one student on a part.
2. Student will perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3 on a scale of 1 to 6, including some solos performed from memory.
3. Student will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
4. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques
5. Student will play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Beginning Piano

GRADE: 9-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: None

Develop skills in learning to play the piano. Beginning concepts such as basic music theory, chord construction, rhythmic and harmonic knowledge will be applied throughout this course.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform in small ensembles with one student on a part.
2. Student will perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3 on a scale of 1 to 6, including some solos performed from memory.
3. Student will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
4. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques
5. Student will play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Intermediate/Advanced Piano

GRADE: 11-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: Intermediate Piano OR Assistant Principal's Approval

Skill building in reading, theory, and performance practices needed for the advanced piano literature will be studied. Students will develop fluency in reading and comprehension skills in the deconstruction of melodic, harmonic, and technical concepts with the learning of pianistic work and performance skills. Instructional units include transposition, scales, score reading, and solo and four-hand piano performances.

Course Competencies: This course will help the student meet the following competencies:

1. Student will perform in small ensembles with one student on a part.
2. Student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6;
3. Student will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
4. Student will identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques
5. Student will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 5, on a scale of 1 to 6.

Technology

Music Technology 1 and 2

GRADE: 11-12

CREDITS: 1.0 per course / 2.0 total

PREREQUISITE: None

Music Technology offers students an opportunity to work hands-on in a recording studio. They will learn about synthesizers, computers, and recording technology. Introduction to various recording platforms are explored in this class. The students' work culminates in a self-engineered group recording project.

Course Competencies: This course will help the student meet the following competencies:

1. Student will compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect;
2. Student will arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music;
3. Student will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.
4. Student will compose music, demonstrating imagination and technical skill in applying the principles of composition.
5. Student will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;

6. Student will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
7. Student will evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it uses to evoke feelings and emotions.
8. Student will recognize that some people are hired to sing or play varied styles of music in various media

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Chair: Miles Slater
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Miles Slater is the former President and CEO of Salomon Brothers International as well as a sculptor. For over 25 years, Miles Slater has been tutored, mentored, and guided by master marble artesiani from the Renaissance town of Pietrasanta in Western Tuscany. Pietrasanta sits nestled in the foothills of the Apuana mountain range, only a stone's throw away from the spectacular and historic quarries of Carrara where the Medici wielded their commercial power in the late 1400's and where Michelangelo sourced the marble for his greatest works.

It was Slater's creation of Rescue, his iconic sculpture of the fireman carrying a child from the rubble of the bombed Alfred E Murrah building in Oklahoma City, that brought Miles to Pietrasanta.

Miles sculptures reside in homes, religious and civil organizations, and hospitals throughout the world. Miles combines the skills he learned from the masters with the best materials- particularly Bardiglio Marble- to create his unique works.



Vice Chair: Amy Good
101 Lyme Rd.
Hanover, NH 03755
creaghgood@gmail.com
978-302-7957

Amy currently serves as an administrator for the RTN, and Personalized Learning Programs Depts. at Hanover High School. She is the mother to two professional artists; her daughter Allyce is a costume designer and her son Seamus is a director and actor. Amy's husband works as the theater director for Cardigan Mountain School and she herself has worked as an English teacher and producer prior to becoming the RTN specialist at Hanover High School. Amy is passionate about supporting the arts locally and providing more opportunities for students to grow and develop.



Secretary: Lara Saffo
45 Coventry Road
Benton NH 03785
saffofamily2012@gmail.com
603-348-1467

Lara J. Saffo, JD is the Chief Compliance Officer for Mount Prospect Academy, Inc. and the Vermont Permanency Initiative. Prior to working for MPA and VPI, she was the County Attorney for Grafton County, New Hampshire. She has prosecuted hundreds of cases involving all types of crimes and has specialized in sexual assault and domestic violence cases, as well as alternative sentencing solutions, such as drug court and mental health court.

Attorney Saffo graduated from Vanderbilt University School of Law in Nashville Tennessee. Prior to that she served in the Jesuit Volunteer Corp in Phoenix Arizona, where she worked at a domestic violence shelter and volunteered with Phoenix's homeless shelter. She began her career as a prosecutor in 1993, as an Assistant County Attorney and district court prosecutor. She then became an associate, civil attorney at Van Dorn & Curtis, PLLC in Orford New Hampshire. From 2002 until she became county attorney in 2009, she was the Violence Against Women's Act (VAWA) prosecutor at the Office of the Grafton County Attorney. Lara joined the Criminal Justice Department as an Adjunct Instructor in the Fall of 2011.

Lara grew up on the campus of a boarding school her family founded and is passionate about alternative educational experiences for youth that follow and enhance youth's passions and individual learning style.

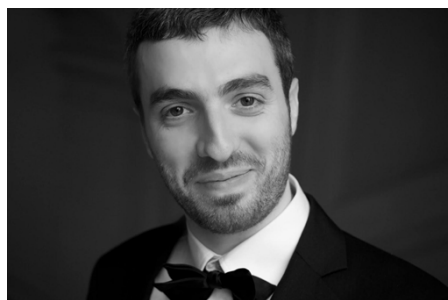
She has served on the board for the Grafton and Sullivan County Child Advocacy Center at DHMC, a member of Sexual Assault Resource Team, the prosecution representative for the Grafton County Drug Court Alternative Sentencing Program, a member, Sexual Assault Reporting in the Media Committee, a member, protocol review committee for the Adult Sexual Assault Protocols, and a member of the Grafton County Conservation District.



Treasurer: Susan Keck
54 Ellison Rd.
Hartland, VT 05048
skeck8@gmail.com
847-971-9191

Susan was raised in a family full of musicians and has always had a great appreciation for the arts. It is her belief that the opportunity for children to pursue their passions in a positive and creative environment is essential.

She is the mother of 2 college-age daughters and knows firsthand how important it is to allow students to follow their dreams. She followed her own dreams and after 24 years as a commercial pilot for American Airlines she still loves flying. Susan is currently a resident of Hartland, Vermont and is thrilled to have the opportunity to be a part of New England School of Arts and their vision for the students that will attend.



Performing Arts Consultant: Filippo Ciabatti
16 Hemlock Ridge Drive
Apt.202
WRJ, VT05001
Filippo.Ciabatti@dartmouth.edu
630-777-6607

A native of Florence, Italy, Filippo Ciabatti is the Music Director of the Dartmouth Symphony Orchestra and the Music Director of the Dartmouth's Choral Ensembles. Filippo also contributed to create Dartmouth's Opera Lab. As a pianist and vocal coach in Italy, Mr. Ciabatti worked for the Cherubini Conservatory, Maggio Musicale Fiorentino and Florence Opera Academy. He has played for masterclasses of Renée Fleming, Nathan Gunn, William Matteuzzi, Donald George, and Isabel Leonard. Since 2016, he has been music director and vocal coach of "Scuola Italia per Giovani Cantanti Lirici" in Sant'Angelo in Vado (Italy), and last summer joined the faculty of "Opera Viva!" in Verona as music director and vocal coach. Mr. Ciabatti holds degrees in piano, choral conducting, and orchestral conducting from Italy and the United States.



Member at Large: Denise Frawley
PO Box 253
Lyme, NH 03768
frawleydenise@gmail.com
603-208-9748

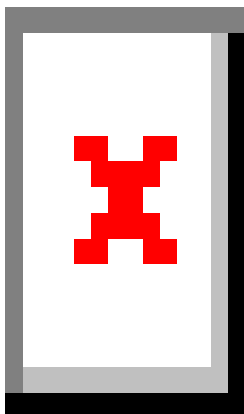
Denise Frawley toured the country as a dancer and singer and was a champion soap box derby car racer. Her father was a builder and she grew up learning how to use power tools and take care of cars. She is the mother to two beautiful daughters and the wife to her husband Tom Frawley who owns his own business as well as serves on the International search and rescue team. Denise has spent the past 20 years of her life in the upper valley choreographing shows at Hanover High School, Crossroads Academy, the Lyme School and Hartford High School.

She is passionate about starting a performing arts school and believes in any opportunity that provides more access to the arts for the upper valley community.



Carl Chambers
CEO/Head of School
258 Dogford Rd
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cbchambers@gmail.com
917-669-6578

Carl Chambers is currently the principal of Mount Prospect Academy. He has served in administration for the better part of his career as well as an adjunct professor, grant manager, curriculum director and English teacher. Carl is a member of the Screen Actors Guild and has done professional session work as a bass guitarist. He is excited to realize his family's vision of founding a school for the arts that supports all students who strive for an arts focused, progressive, education.



Jennifer Chambers
Associate Head of School/Music Chair
258 Dogford Rd
Etna, NH 03750
chambernote@gmail.com
917-558-3809

Jennifer Chambers is the Music Department Coordinator and Choral Director at Hanover High School. Jennifer completed her undergraduate degree in Music Education from DePaul School of Music, DePaul University in Chicago, Illinois and her Master's in Vocal Performance from Hunter College in New York. Jennifer has been a featured conductor for the Choral Arts Foundation of the Upper Valley, Orange Windsor Supervisory Union Music Festival, Winooski Valley Music Festival and for the Marymount School of New York lower school chorus. Jennifer currently resides in Hanover, New Hampshire with her husband and three children Elizabeth, Charlie and James. She is currently pursuing her principal licensure. Jennifer's lifelong dream has been to open a school for the arts that provides access to all students regardless of economic wherewithal.