



# **Curriculum Guide**

## **2018-2019**

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# General Information

Dear Parents and Students:

This Curriculum Guide has been prepared for the purpose of acquainting students and their parents with the curriculum offerings at Douglas Anderson School of the Arts. It contains information that will help you select courses that are appropriate for your educational and career goals at the School of the Arts.

We offer all of the academic courses necessary for graduation as well as a variety of special academic and arts courses designed to meet the needs and interests of the students. Any course for which there is not sufficient student demand will be dropped. If the course dropped is essential for your educational needs, you are encouraged to see your School Counselor.

As you prepare your schedule for next year, please plan carefully as you select your courses. First check to be sure you have enrolled in courses necessary to meet graduation requirements. We will be making academic recommendations to you based on your grade level, previous course work and test scores. Arts Directors recommend arts area courses for each individual student. Students in grades 9-11 will take approximately three arts area courses, while students in grade 12 will take three or four arts area courses. These courses will be from your major arts area or related areas. If you have passed an audition for another arts area, you may be eligible to take courses in both arts areas.

Over the next 4 years, students are required to take a total of 12-14 credits in their major arts area. Again, it is wise to check with the arts area teachers for the correct courses for you. If questions still remain concerning our overall arts curriculum, make an appointment with your Arts Director. You should also discuss your schedule with your School Counselor and your parents.

The administration and faculty of Douglas Anderson School of the Arts will make every effort to offer a comprehensive program and to initiate strategies which help students reach their full potential and educational and artistic goals.

Sincerely,



Melanie Hammer  
Principal

# Douglas Anderson School of the Arts High School Graduation Requirements

<b>Standard Diploma Program of Study</b> <i>For students entering ninth grade for the first time in 2013-2014 and thereafter</i>	
<b>ENGLISH</b>	<b>4 credits</b>
<b>MATH</b>	<b>4 credits</b> <ul style="list-style-type: none"> <li>▪ Algebra I, (EOC 30% <u>and</u> must pass)</li> <li>▪ Geometry (EOC 30%)</li> <li>▪ +2</li> </ul>
<b>SCIENCE</b>	<b>3 credits</b> <ul style="list-style-type: none"> <li>▪ 1 Biology (EOC 30%)</li> <li>▪ 1 Physical Science</li> <li>▪ +1</li> </ul>
<b>SOCIAL STUDIES</b>	<b>3 credits</b> <ul style="list-style-type: none"> <li>▪ 1 World History</li> <li>▪ 1 US History (EOC 30%)</li> <li>▪ ½ American Government</li> <li>▪ ½ Economics</li> </ul>
<b>WORLD LANGUAGE</b>	<b>2 credits</b> – must be in the same world language and sequential
<b>ARTS</b>	<b>12 credits</b>
<b>PE/HEALTH</b>	<b>1 credit</b> <ul style="list-style-type: none"> <li>• H.O.P.E. (Health Options through Physical Education)</li> </ul>
<b>TOTAL</b>	<b>24 credits</b>
<b>GPA</b>	<b>2.0</b> or higher, unweighted
<b>ONLINE REQUIREMENT</b>	<b>1 course</b>
<b>ASSESSMENTS REQUIRED FOR GRADUATION</b>	<p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Pass the Algebra 1 FSA End-of-Course (EOC) Exam <b>OR</b></li> <li>• Obtain a comparative score of 97 or higher on the math Post-Secondary Education Readiness Test (PERT)</li> </ul> <p><b>Reading/Writing</b></p> <ul style="list-style-type: none"> <li>• Must pass the Grade 10 ELA FSA Exam <b>OR</b></li> <li>• Obtain a concordant score of 24 or higher on the SAT or 19 or higher on the ACT</li> </ul>

For additional information about Duval County Public Schools graduation requirements, please see the Student Progression Plan at [www.duvalschools.org](http://www.duvalschools.org).

## Douglas Anderson School of the Arts Arts Seal Requirements

In order to qualify for the Douglas Anderson Arts Seal, a student must:

- Earn a minimum of twelve credits in required core arts courses within his/her major
- Complete a senior portfolio, recital, or project
- Be in that art area during his/her senior year.

# Florida Scholar Diploma Requirements

In order to receive the Florida Scholar Diploma Designation, in addition to meeting the district's standard high school diploma requirements, students must:

- Earn 1 credit in Algebra 2
- Must pass the Geometry EOC
- Earn 1 credit in statistics or an equally rigorous mathematics course- any state designated mathematics course that is Level 3 or college credit bearing
- Pass the Biology 1 EOC\*
- Earn 1 credit in chemistry or physics
- Earn 1 credit in a course equally rigorous to chemistry or physics
- Pass the US History EOC\*
- Earn 2 credits in the same world language
- Earn at least 1 credit in an Advanced Placement (AP), IB, AICE or dual enrollment course

**The earned diploma designations will be reflected as seals on the diploma and will appear on student transcripts.**

## Florida Seal of Biliteracy Requirements

The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English by the award of a silver or gold seal on a standard high school diploma.

**Silver Seal Requirements** include the standard diploma and ONE of the following:

- 3.0 unweighted GPA in four high school credits of the same language;
- Silver Seal scores or proficiency levels on a nationally recognized language exam; or
- Portfolio demonstrating Intermediate Mid proficiency of American Council on the Teaching of Foreign Languages (ACTFL) communication skills. (See application for more information on portfolio.)

**Gold Seal Requirements** include the standard diploma, a score of four or higher on the tenth grade FSA for ELA and ONE of the following:

- 3.0 unweighted GPA in four high school credits of the same language ;
- Gold Seal scores or proficiency levels on a nationally recognized language exam; or
- Portfolio demonstrating Advanced Low proficiency of American Council on the Teaching of Foreign Languages (ACTFL) communication skills. (See application for more information on portfolio.)

## Florida Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Program establishes a lottery-funded scholarship to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private post-secondary education institution within two years of his or her high school graduation, or upon completion of military service for those who enter the military immediately upon graduation. The Bright Futures Scholarship Program is the umbrella program for all state-funded scholarships based on academic achievement in high school. This program restructures the two previous programs – the Florida Undergraduate Scholar's Program (now the **Florida Academic Scholars Award**) and the Gold Seal Vocational Endorsement Scholarship program (now the **Florida Gold Seal Vocational Scholars Award**) and adds a third award – the **Florida Merit Scholars Award**.

### **GENERAL ELIGIBILITY REQUIREMENTS**

Each of the three scholarship awards has specific criteria that must be met. However, to be eligible for an initial award from any of the three types of scholarships under the Florida Bright Futures Scholarship Program, a student must:

- Be a Florida resident
- Earn a standard high school diploma or its equivalent from a public or private high school or complete a state-approved home education program.
- Be accepted by and enrolled in an eligible Florida public or independent post-secondary education institution.
- Be enrolled for at least six (6) semester credit hours or the equivalent.
- Not be found guilty or plead nolo contendere to a felony charge.
- Apply for a scholarship during the last semester before high school graduation.

Students apply on-line at [www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org).

# Promotional Criteria

In order to be promoted, a student shall meet all of the following criteria:

Grade	Credit Requirement	GPA
10	5 credits including 1 English or 1 Math	N/A
11	12 credits including 2 English and any combination of 2 Math and/or Science	N/A
12	18 credits including 3 English and any combination of 4 Math and/or Science	1.5 or above unweighted

## Final Grade Calculation

**Determining the Final Averages for ½ Credit Courses** Final Averages are calculated as follows:

- Assign points to each grading period (GP) grade, the final exam grade, and the appropriate district assessment instrument below.

Grade	Points
A = 90% to 100%	4.0
B = 80% to 89%	3.0
C = 70% to 79%	2.0
D = 60% to 69%	1.0
F = 59% and below	0.0

- Average the grades.
  - For half credit courses: 80% of the final semester grade is determined by averaging the two quarter grades (converted to the 4.0 scale first), and the remaining 20% is determined by the District End-of Course (DEOC) exam, or a teacher final exam if there is no DEOC.

(Majority of our courses)

Example:  $(Q1 + Q2)/2 \times .8 + (\text{final exam (converted to 0-4)} \times .2) = \text{final grade}$   
 $(A + C)/2 \times .8 + C \times .2 = \text{final grade}$   
 $(4 + 2)/2 \times .8 + (2 \times .2) = \text{final grade}$   
 $(3 \times .8) + (.4) = \text{final grade}$   
 $2.4 + .4 = 2.8 = B$

- Courses with a state assessment (Algebra I, Geometry, Biology, and U.S. History) that count as 30% of the final grade: The four quarters will be averaged together (converted to the 4.0 scale first) to determine 70% of the grade, and the state exam will count for the remaining 30%.

Example:  $((Q1 + Q2 + Q3 + Q4)/4 \times .70) + (\text{State EOC (converted to 0-4)} \times .3) = \text{final grade}$

- For English I and II and Intensive Reading, the first semester is the average of Quarter 1 and Quarter 2 grades. The same is used for Semester 2 where Quarter 3 and Quarter 4 are averaged together.

<u>Total Points Earned</u>	<u>Grade Earned</u>
3.5 - 4.0	A
2.5 - 3.4	B
1.5 - 2.4	C
1.0 - 1.4	D
Below 1.0	

# General Course Information

## **HONORS COURSES**

Advanced courses in English, Math, Science, Social Studies, World Languages, and some Arts classes are available whereby a student's grade of "D" or better is weighted one quality point higher than in a standard course when the district (weighted) GPA is calculated. The state (unweighted) uses ½ of a quality point for eligible courses in the Bright Futures Computation.

## **COLLEGE BOARD ADVANCED PLACEMENT (AP) COURSES**

Administered by the College Board, the AP program is a nationwide program of 30 college-level courses and exams. A variety of these courses are offered at district high schools and through the Florida Virtual School. Courses can be taken during high school. Students earning a qualifying grade on an AP exam can earn college credit and/or advanced course placement for their efforts. Most post-secondary institutions grant college credit for AP exams with a score of 3 or higher. DCPS students enrolled in an AP course shall take the exam and shall be exempt from exam registration fees (1007.27(6) F.S.).

## **AP SCHOLARS PROGRAM**

A rigorous academic program where students take at least six AP courses between grades nine (9) and twelve (12). Students in the AP Scholars program at DA must complete a minimum of the following AP courses: World History, US History, English Literature, English Language, one AP Science, one AP Mathematics course.

## **DUAL ENROLLMENT (DE)**

This program allows high school students to simultaneously earn college or career credit toward a postsecondary diploma, certificate, or degree at a Florida public institution and credit toward a high school diploma. Dual Enrollment courses are free to DCPS students including registration, matriculation, and/or lab fees. However, there are some restrictions on choice of courses:

- 1) Courses must be approved by DCPS, Florida State College at Jacksonville (FSCJ), and Edward Waters College (EWC).
- 2) Not all college courses are available at all high schools.
- 3) Remedial, physical education skills, and some recreational courses are not approved for Dual Enrollment.
- 4) Dual Enrollment courses may be taken before or after school at the college, or during the day at DA.

For the 2018-2019 school year, we plan to offer the following Dual Enrollment classes: English Composition I (ENC1101) and II (ENC1102); College Algebra (MAC1105), Life in Its Biological Environment (BSC1005/1005L), Introduction to Environmental Science (EVR1001), and Strategies for Success (SLS1103).

## **FSCJ (Off-campus and Online)**

Students in grades 11 and 12 may seek approval to attend up to two FSCJ high school/college credit courses at any FSCJ campus (Downtown, Kent, North, Deerwood, South) or online. Students must have a 3.0 unweighted GPA and a qualifying score on the SAT, ACT or Post-Secondary Education Readiness Test (PERT). Classes are offered year round. Deadlines are early for the following semester; so students should go to the school counseling office for the application and deadlines.

## **EXCEPTIONAL STUDENT EDUCATION (ESE)**

Students with exceptionalities (ESE) are provided a continuum of services based on individual student needs. Services and related services are provided per an Individual Education Plan (IEP) and are based on each child's unique needs, as related to present levels of academic achievement and functional performance. Eligibility for specific exceptional education programs is determined by state and local guidelines.

## **HOSPITAL/HOMEBOUND PROGRAM**

A home hospital program may be provided if approved for students confined to the home/hospital due to physical, psychological, or handicapping conditions. The student must have a condition requiring confinement for 15 school days or longer.

## **ONLINE VIRTUAL COURSES**

Students must seek approval from their School Counselor to enroll in any online courses through Duval Virtual Instructional Academy (DVIA) or Florida Virtual School (FLVS)

# Testing

## REQUIRED TESTS

1. **ELA Florida Standards Assessment (FSA)**  
All 9<sup>th</sup> and 10<sup>th</sup> grade students are required to take the ELA FSA, which includes a Writing section and two Reading sections. Students must pass the 10<sup>th</sup> grade ELA FSA with a level 3 or above as part of the state requirements for graduation.
2. **Algebra I FSA EOC Exam**  
All students enrolled in Algebra I must take the Algebra I FSA End-of-Course (EOC) exam. Students must pass this assessment with a Level 3 or above as part of the state requirements for graduation.
3. **Geometry FSA EOC Exam** - All students enrolled in Geometry or Geometry Honors must take the Geometry FSA End-of-Course (EOC) exam, which counts as 30% of their final grade in the course.
4. **Biology EOC Exam** - All students enrolled in Biology or Biology Honors must take the Biology EOC, which counts as 30% of their final grade in the course.
5. **US History EOC Exam** - All students enrolled in American History or American History Honors must take the State US History EOC which counts as 30% of their final grade. Students enrolled in AP US History may take the American History EOC to earn specific diploma options.

## OTHER REQUIRED TESTS

1. **PSAT/NMSQT** – Administered annually by the College Board, this test is given to all 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders in October.
2. **Access for ELLs** – Administered annually to ESOL students.
3. **FSAA** – Required for ESE students not taking FSA per their IEP.
4. **PERT** – Students not Post-Secondary Ready by their senior year will be required to take the PERT
5. **Advanced Placement (AP)** – Required for students enrolled in AP courses

## OPTIONAL TESTS

1. **Scholastic Assessment Test (SAT)** – For college admissions. Visit [collegeboard.org/sat](http://collegeboard.org/sat) or the school counseling office for more information
2. **American College Testing (ACT)** – For college admissions. Visit [act.org](http://act.org) or the school counseling office for more information.
3. **Armed Services Vocational Aptitude Battery (ASVAB)** – Generally offered once a semester at DA for students who are interested. See the Test Coordinator for more information.
4. **Post-Secondary Education Readiness Test (PERT)** – Used for college readiness and can also be used for qualifying scores for Dual Enrollment.

# Scheduling Guideline

The following is a scheduling guideline.  
(Student takes one course in each category as approved)

<p style="text-align: center;"><b>9<sup>th</sup> Grade</b></p> <ol style="list-style-type: none"> <li>1. English I English I Honors</li> <li>2. Algebra I Math for College Readiness (MCR) Geometry Honors Algebra II Honors</li> <li>3. Environmental Science Biology I Biology I Honors Physical Science Honors</li> <li>4. HOPE – Health Opportunities through Physical Education</li> <li>5. Spanish I French I Italian I German I</li> </ol>	<p style="text-align: center;"><b>10<sup>th</sup> Grade</b></p> <ol style="list-style-type: none"> <li>1. English II English II Honors</li> <li>2. Geometry Honors Advanced Topics Algebra II Honors Pre-Calculus Honors</li> <li>3. Biology I Chemistry I Chemistry I Honors</li> <li>4. Spanish II French II Italian II German II</li> <li>5. World History Honors AP World History</li> </ol>
<p style="text-align: center;"><b>11<sup>th</sup> Grade</b></p> <ol style="list-style-type: none"> <li>1. English III Honors AP English Language / Composition</li> <li>2. Algebra II Analysis of Functions/ Math Analysis Probability &amp; Statistics Pre-Calculus Honors AP Calculus AB</li> <li>3. Marine Science Physics I Honors AP Physics</li> <li>4. U.S. History Honors AP U.S. History</li> </ol>	<p style="text-align: center;"><b>12<sup>th</sup> Grade</b></p> <ol style="list-style-type: none"> <li>1. English IV: Honors AP English Literature Dual Enrollment English Composition &amp; Dual Enrollment English Literature</li> <li>2. Math Analysis/Analysis of Functions Probability &amp; Statistics Honors Financial Algebra Pre-Calculus Honors AP Statistics AP Calculus AB AP Calculus BC Dual Enrollment College Algebra</li> <li>3. Anatomy &amp; Physiology AP Biology AP Chemistry AP Physics I *(pre-requisite Algebra II) **(pre-requisite AP Calc AB) AP Environmental Science Dual Enrollment Environmental Science</li> <li>4. U.S. Gov. Hon/ Economics Hon AP American Gov. / AP Microeconomics (1 semester Econ/ 1 semester Gov)</li> </ol>

# Schedule Change Policy

It is important that you are aware of the schedule change policy when you make your course selections and alternates. **No course may be added or dropped after the tenth day of the student's enrollment in class.** A student's schedule may be changed under the following conditions:

1. The student has **previously earned credit for the scheduled course** (example: the course was successfully completed during the summer);
2. The student has **not yet taken the prerequisite required for a scheduled course** (example: Italian 2 scheduled without completion of Italian 1);
3. The student is **not scheduled into a class that is needed for graduation.**
4. The student was scheduled into the **incorrect arts area level course** (must be approved by arts area director).

**NO SCHEDULE CORRECTIONS WILL BE MADE UNLESS THEY MEET ONE OF THE ABOVE CATEGORIES!**

## Academic Course Waiver Policy

Your child's teachers have recommended the courses that they have determined are the best possible options for your child. Teachers made these recommendations based on FSA Reading, Math and EOC assessments, in accordance with the district's Master Scheduling Guidelines, to properly place students for next year, courses and grades from prior years, and course grades from this year. Teachers also take into account your child's personal responsibility and productivity level. **It is our goal here at Douglas Anderson to make sure that your child is challenged academically while also taking courses in which they can be successful.**

If you have concerns about the course recommendations for your child, please speak with your student's School Counselor.

Once your child has been waived into a course, you are advised that a schedule change will not be made after the course begins. Should your child fail the course, graduation may be jeopardized.

# LANGUAGE ARTS

GRADE LEVEL	HONORS TRACK	STANDARD TRACK
9	English I Honors	English I
10	English II Honors	English II
11	AP English Language	English III Honors
12	AP English Literature ENC1101 & ENC 1102 (Dual Enrollment)	English IV Honors

## STANDARD COURSES

COURSE TITLE	LENGTH	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
<b>English I</b> This course provides proper instruction in English language skills including reading, writing, speaking, and listening in the content areas of literature.	<b>1 year / 1 credit</b>	<b>9</b>	<b>none</b>
<b>English II</b> The course provides instruction in writing skills, reading comprehension, and world literature. The emphasis will be on acquiring basic skills in English.	<b>1 year / 1 credit</b>	<b>10</b>	<b>English I</b>
<b>English III</b> This course provides instruction in writing skills, reading comprehension and American literature. The emphasis will be on acquiring basic skills in English.	<b>1 year / 1 credit</b>	<b>11</b>	<b>English II</b>
<b>English IV</b> English IV focuses on composition and British literature. Students will acquire the skills necessary to compose essays and research papers and analyze texts of various genres from different time periods.	<b>1 year / 1 credit</b>	<b>12</b>	<b>English III</b>
<b>Intensive Reading</b> A course designed to support readers in mastering the standards for comprehension, application, and analysis.	<b>1 year / 1 credit</b>	<b>9</b>	<b>FSA ELA Scores</b>

## ADVANCED/HONORS COURSES

The English Honors program at Douglas Anderson seeks to attract students who are committed to a strong work ethic and to learning in a rigorous program in Language Arts. Courses are characterized by complex problem solving, and more independent work. Advanced courses will include extended and complex writing components, both timed and untimed, frequent analysis of primary sources, and extensive use of documents/data for writing prompts. In general, a greater volume of complex content in a variety of texts is covered with more rigor. The expectation is that students will consistently exceed the standard.

Students who stay enrolled in the honors program for two years are better prepared for the AP courses in the 11<sup>th</sup> and 12<sup>th</sup> grades, having had more course time spent with in-depth literature and writing study. The following qualities are recommended for entry or continuance in the honors program: (Evidence for each should be reflected in teachers' annotations of class work and student portfolios.)

- Diligence: record of independent work, consistency in turning in work; grades.
- Depth of insight: annotated record of class discussions, group work, level of perception evident in writing portfolio
- Willingness to read
- Desire to learn: record of exceeding standards and minimum requirements; willingness to seek extra help
- Maturity: ability to work independently
- Attendance: record of strong attendance - must not be on attendance probation more than one quarter the previous year

# LANGUAGE ARTS

## ADVANCED PLACEMENT COURSES

COURSE TITLE	LENGTH	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
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<b>Advanced Placement English Language and Composition</b>	<b>1 year / 1 credit</b>	<b>11</b>	<b>English Honors II</b>
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This is a college-level English course. AP Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The class is designed to build writers who are aware of the interactions among a writer's purposes, audience expectations, and subjects. Students study the way general conventions and the resources of language contribute to the effectiveness of language and composition. Primary emphasis of the course is on stylistic analysis of writing – approaching texts from a writer's perspective of literature. Students who score 3 or higher on the AP exam in May can earn credit for college English.

<b>Advanced Placement English Literature</b>	<b>1 year / 1 credit</b>	<b>12</b>	<b>A-B Average English 3 / AP Lang</b>
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This is a college-level English course. AP Literature increases the student's response to literature as he/she develops the ability to write in various forms and to demonstrate mastery of critical reading skills. It focuses on a content analysis (a reader's perspective) of literature. Students who score 3 or higher on the AP exam in May can earn credit for college English.

## DUAL ENROLLMENT COURSES

COURSE TITLE	LENGTH	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
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<b>English Composition I ENC 1101 (Dual Enrollment)</b>	<b>1/2 year/1/2 credit</b>	<b>12</b>	<b>See Dual Enrollment Requirements</b>
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This is a college course offered on the DA campus. Students should be aware of the **rigor, intensity, and scope** required of this course. The students will be required to complete DA-mandated summer reading assignments and write essays using legitimate sources and MLA documentation. This course will further develop students' abilities as skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and as skilled analysts and writers who can compose in a variety of modes and for a variety of purposes. The writing content will focus upon both brief and lengthy narrative, exposition, analytical, argumentative, and synthesis essays. Readings will include works written by famous authors of fiction, autobiographers, biographers, diarists, critics, essayists, journalists, and writers of history, politics, science, and nature. Passing the class with a "C" or better will result in four college credits earned through FSCJ or EWC.

<b>Writing About Texts ENC 1102 (Dual Enrollment)</b>	<b>1/2 year/ 1/2 credit</b>	<b>12</b>	<b>See Dual Enrollment Requirements</b>
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This is a college course offered on the DA campus. Students should be aware of the **rigor, intensity, and scope** required of this course. The students will be required to complete a college research paper using legitimate sources and MLA documentation. This course will further develop students' abilities as skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and as skilled analysts and writers who can compose in a variety of modes and for a variety of purposes. The writing content will focus upon both brief and lengthy narrative, exposition, analytical, argumentative, and synthesis essays. Readings will include works written by famous authors of fiction, autobiographers, biographers, diarists, critics, essayists, journalists, and writers of history, politics, science, and nature. Passing the class with a "C" or better will result in four college credits earned through FSCJ or EWC.



# MATHEMATICS

## ADVANCED/HONORS COURSES

COURSE TITLE	LENGTH	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
<b>Geometry Honors</b> The purpose of this course is to emphasize critical thinking involving the discovery of relationships and their proofs and skill in applying the deductive method to mathematical situations. Topics shall include the study of Euclidean geometry of lines, angles, triangles, similarity, congruence, introductory trigonometry, geometric inequalities, polygons and circles, area and volume. At the end of this course, there is a required Florida Standards Assessment.	<b>1 year / 1 credit</b>	<b>9-11</b>	<b>Algebra I</b>
<b>Algebra II Honors</b> The purpose of this course is to continue the study of the structure of Algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. Topics shall include the review and extension of the structure and properties of the real number system, relations, functions and graphs, polynomials and rational expressions, quadratic equations, polynomial functions, exponential functions, rational exponents, and word problems. This course prepares advanced math students for pre-calculus and calculus. At the end of this course, there is a required Florida Standards Assessment.	<b>1 year / 1 credit</b>	<b>9-12</b>	<b>Geometry</b>
<b>Probability &amp; Statistics Honors</b> This is an introductory course in the underlying principles and techniques of calculating probabilities and the techniques of statistical analysis. The course is activity oriented and will require a research project and statistical analysis of results. Students will need a graphing calculator. This course is recommended for all students considering a career in science, business, or one of the social sciences.	<b>1 year / 1 credit</b>	<b>11-12</b>	<b>Algebra II</b>
<b>Analysis of Functions</b> Analysis of Functions is designed for students who have successfully completed Algebra 2 Honors. The relationship between Algebra and Geometry is stressed in this course. Topics include: lines, curves, sketching, rational expressions, logarithmic and exponential functions, trigonometric functions and identities. <b><u>A scientific calculator is required.</u></b>	<b>1 semester / .5 credit</b>	<b>10-12</b>	<b>Algebra II Honors</b>
<b>Math Analysis</b> Analysis of Functions is designed for students who have successfully completed Algebra 2 Honors. The relationship between Algebra and Geometry is stressed in this course. Topics include: lines, curves, sketching, rational expressions, logarithmic and exponential functions, trigonometric functions and identities. <b><u>A scientific calculator is required.</u></b>	<b>1 semester / .5 credit</b>	<b>10-12</b>	<b>Algebra II Honors</b>
<b>Pre-Calculus Honors</b> The purpose of this course is to emphasize the study of functions and develop other skills necessary for the study of calculus. Main topics include theory of functions, trigonometry, conic sections, polynomial and rational functions, exponential and logarithmic functions. The approach is predominately graphic, and graphing skills and techniques will be emphasized. <b><u>A scientific calculator is required.</u></b>	<b>1 year / 1 credit</b>	<b>10-11</b>	<b>Algebra II Honors</b>
<b>AP Calculus AB</b> This is a college level calculus course. Topics covered are differentiation and integration of polynomial, trigonometric, inverse, exponential and logarithmic function with applications: calculus of general functions; techniques of integration; Rolles's and Mean Value theorems. Students who score a 3 or better on the AP exam may earn credit for college calculus. <b><u>A graphing calculator (such as a TI83 or 84) is required.</u></b>	<b>1 year / 1 credit</b>	<b>11-12</b>	<b>Pre-Calculus Honors</b>
<b>AP Calculus BC</b> This course offers an extension of the topics taught in AP Calculus AB as well as techniques of integration, tests for convergence and divergence of series, parametric equations, vectors, and polar coordinates. <b><u>A graphing calculator (such as a TI83 or 84) is required.</u></b>	<b>1 year/ 1 credit</b>	<b>12</b>	<b>AP Calculus AB</b>
<b>AP Statistics</b> AP Statistics is a college-level statistics course that includes, but is not limited to the following topics: data analysis, descriptive statistics, probability models, discrete and random variables, sampling distributions, statistical inference and hypothesis testing, correlation, linear and non-linear regression, and chi-square tests. <b><u>A graphing calculator (such as a TI83 or 84) is required.</u></b> A grade of 3 or above on the AP exam may earn the student college credit. A student cannot receive credit in both AP Statistics and Probability and Statistics.	<b>1 year / 1 credit</b>	<b>11-12</b>	<b>Algebra II Honors</b>
<b>College Algebra (MAC1105)</b> This is a college course offered on the DA campus. The major topics included in this course are linear equations and inequalities; quadratic equations and inequalities; relations and functions; graphs; systems of equations and inequalities; exponential and logarithmic functions and applications. A review of algebraic techniques is also included in this course as well as a review of polynomials, factoring, exponents, roots, and radicals. <b><u>A graphing calculator (such as a TI83 or 84) is required.</u></b> Passing the class with a "C" or better will result in four college credits earned through FSCJ or EWC.	<b>1 semester/ 1 Credit</b>	<b>11-12</b>	<b>See Dual Enrollment Requirements</b>

# SCIENCE

GRADE LEVEL	HONORS TRACK	STANDARD TRACK
9	Biology 1 Honors Physical Science Honors Chemistry 1 Honors	Environmental Science Biology 1
10	Chemistry 1 Honors Physics 1 Honors	Biology 1 Chemistry 1
11	Physics 1 Honors BCS1005/1005L Dual Enrollment Biology EVR 1001 Dual Enrollment Environmental Science	Chemistry 1 Marine Science Anatomy & Physiology Hon
12	AP Biology AP Chemistry AP Physics 1 AP Environmental Science BCS1005/1005L Biology (Dual Enrollment) EVR 1001 Environmental Science (Dual Enrollment)	Marine Science Anatomy & Physiology Hon Physics I Honors

## STANDARD COURSES

COURSE TITLE	LENGTH	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
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<p><b>Environmental Science</b></p> <p>This is an introductory study of laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures. School laboratory investigations (labs) are experiences in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models. Students will develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. This course includes students understanding measurement error and have the skills to aggregate, interpret, and present the resulting data.</p>	<p><b>1 year/1 credit</b></p>	<p><b>9</b></p>	<p><b>none</b></p>
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<p><b>Biology I</b></p> <p>The purpose of this course is to provide students with general exploratory experiences and activities in the fundamental concepts of life. This course expands and refines the biological concepts that were introduced in the elementary and junior high/middle school and presents additional facts, concepts, and generalizations. The content will include, but not be limited to: scientific method; measurement; laboratory safety and use of apparatus; cell structure and function reproduction; processes of heredity; and biological changes through time. At the end of this course, there is a required Florida Standards Assessment, which counts for 30% of the student's final grade</p>	<p><b>1 year / 1 credit</b></p>	<p><b>9</b></p>	
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<p><b>Chemistry I</b></p> <p>This is an introductory study of atomic structure, compounds, chemical bonding, gases, liquids, solids, solutions, chemical reactions, acids, bases, salts, chemical equilibrium, and chemical kinetics. Lab work is an integral part of this course; inquiry, student guided experiments are incorporated.</p>	<p><b>1 year / 1 credit</b></p>	<p><b>10</b></p>	<p><b>Biology</b></p>
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<p><b>Marine Science</b></p> <p>The purpose of this course is to expose the students to laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures. The course focuses on different marine environments estuaries, tide pools, reefs, vents, and the oceanic zone.</p>	<p><b>1 year / 1 credit</b></p>	<p><b>11-12</b></p>	<p><b>Chemistry</b></p>
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## ADVANCED COURSES

COURSE TITLE	LENGTH	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
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<p><b>Biology 1 Honors</b></p> <p>The purpose of this course is to provide students with advanced exploratory experiences and activities in the fundamental concepts of life. This course expands the biological concepts that were introduced in the elementary and junior high/middle school and presents additional facts, concepts and generalizations. The content will include Cell Biology, Biochemistry, Genetics, Evolutionary Biology and Ecology. At the end of this course, there is a required Florida Standards Assessment, which counts for 30% of the student's final grade</p>	<p><b>1 year / 1 credit</b></p>	<p><b>9</b></p>	<p><b>none</b></p>
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<p><b>Physical Science Honors</b></p> <p>The purpose of this course is to provide students with advanced exploratory experiences and activities in the fundamental concepts of life. This course expands the biological concepts that were introduced in the elementary and junior high/middle school and presents additional facts, concepts and generalizations. The content will include Cell Biology, Biochemistry, Genetics, Evolutionary Biology and Ecology</p>	<p><b>1 year / 1 credit</b></p>	<p><b>9</b></p>	<p><b>Biology 1</b></p>
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# SCIENCE

## Chemistry 1 Honors

1 year / 1 credit

10-12

Algebra I/ Biology Honors

This is an advanced introductory study of atomic structure, compounds, chemical bonding, gases, liquids, solids, solutions, chemical reactions, acids, bases, salts, chemical equilibrium, and chemical kinetics. Lab work is an integral part of this course. In addition, the students will be required to apply algebraic concepts to solve problems.

## Physics I Honors

1 year / 1 credit

10-12

Biology Hon, Chem I Hon

The purpose of this course is to provide students with an introductory study of the theories and laws governing the interaction of matter, energy and the forces of nature. In addition, the student will be required to use their knowledge in mathematics to solve problems in physics.

## Anatomy & Physiology Honors

1 year / 1 credit

12

Biology I/ Chemistry I

The purpose of this course is to provide students with exploratory experiences and activities in the anatomy and physiology of the human body. Contents include cells/tissues, human genetics, and the following systems: skeletal, muscular, nervous, digestive, respiratory, circulatory, excretory, integumentary, endocrine, and reproduction.

## ADVANCED PLACEMENT COURSES

COURSE TITLE	LENGTH	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
<b>AP Biology</b>	1 year / 1 credit	11-12	<b>Physics I Honors</b>
AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. This is a college level biology course in which laboratory investigations are an important component. A student scoring a 3 or above on the AP exam can receive college credit or earn college placement.			
<b>AP Physics 1</b>	1 year/1 credit	11	<b>Physics 1 Honors</b>
AP Physics 1 is a year-long course that corresponds to the first semester of an Algebra-based College Physics 1 course and provides a systematic introduction to topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory work in simple circuits. The focus of the course is on deeper conceptual understanding through student-centered, inquiry-based instruction. The course emphasizes the development of problem-solving ability, along with scientific critical thinking and reasoning skills. A student scoring a 3 or above on the AP exam may receive college credit or earn college placement. AP Physics 1 is recommended only for those students with demonstrated strength in mathematics through Algebra 2 Honors.			
<b>AP Chemistry</b>	1 year / 1 credit	11-12	<b>Physics I Honors</b>
This is a college level chemistry course in which laboratory investigations are an important component. The following topics will be covered: atomic theory and structure, chemical bonding, states of matter, reactions, stoichiometry, equilibrium, kinetics, electro-chemistry, and thermodynamics. Problem-solving ability and higher thinking skills are emphasized in this class. A student scoring a 3 or above on the AP exam can receive college credit or earn college placement.			
<b>AP Environmental Science</b>	1 year / 1 credit	12	<b>Physics I Honors</b>
This is a college level science course that provides students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems and examine alternative solutions for resolving and/or preventing them. A student scoring a 3 or above on the AP exam can receive college credit or earn college placement.			

## DUAL ENROLLMENT COURSES

COURSE TITLE	LENGTH	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
<b>Life in its Biological Environment BSC1005/1005L</b>	½ year/ 1 credit		<b>See Dual Enrollment Requirements</b>
This is a college course offered on the DA campus. It is an introduction to biological structure, function processes, principles and concepts. Passing the class with a “C” or better will result in four college credits earned through FSCJ or EWC.			
<b>Introduction to Environmental Science EVR1001</b>	½ year/ 1 credit		<b>See Dual Enrollment Requirements</b>
This is a college course offered on the DA campus. It is a survey of basic chemical, biological and physical principles of environmental science and ecology from scientific, sociological, political, economic and cultural perspectives. Passing the class with a “C” or better will result in three college credits earned through FSCJ or EWC.			

# SOCIAL STUDIES

GRADE LEVEL	HONORS TRACK	STANDARD TRACK
10	AP World History	World History Honors
11	AP U.S. History	US History Honors
12	US Government Honors (1 sem) Economics w/ Financial Literacy Honors (1 sem)	US Government Honors (1 sem) Economics w/ Financial Literacy Honors (1 sem)

## HONORS COURSES

COURSE TITLE	LENGTH	GRADE	PREREQUISITES SPECIAL NOTES
<b>World History Honors</b> Students will examine the major events, personalities, and themes of major civilizations in the Middle East, Africa, Europe, Asia, and the Americas from ancient times to the 20 <sup>th</sup> century.	<b>1 year / 1 credit</b>	<b>10</b>	
<b>U.S. History Honors</b> Students will examine the major events, concepts, cultures, and themes of our history from the end of the civil war through the rise of democracy and industry to 20 <sup>th</sup> century global power. This is a year long course that has an end of course test that is 30% of their grade.	<b>1 year/ 1 credit</b>	<b>11</b>	<b>World History</b>
<b>U.S. Government Honors</b> Student will examine the origin and purpose of our legislative, executive, and judicial institutions, and the political behavior that guides voters, parties, and interest groups in the United States. <i>This course is taken with Economics with Financial Literacy Honors and is presented in a blended learning format.</i>	<b>1/2 year/ 0.5 credit</b>	<b>12</b>	<b>U.S. History</b>
<b>Economics w/ Financial Literacy Honors</b> Students will examine basic economics principles and system, concentrating on the United States free market economy and the role of consumers and producers. Students will learn the fundamentals of personal financial literacy, including budgeting, cashflow, credit and investing. <i>This course is taken with U.S. Government and is presented in a blended learning format.</i>	<b>1/2 year/0.5 credit</b>	<b>12</b>	<b>U.S. History</b>

## ADVANCED PLACEMENT COURSES

COURSE TITLE	LENGTH	GRADE	PREREQUISITES SPECIAL NOTES
<b>AP World History</b> These courses are designed to cover historical development around the globe from ancient to modern times. Excellent reading, writing, and analytical skills are <b>essential</b> . College Board grading standards are used to prepare students for the national AP test in May. Student must have passing score on FSA reading for recommendation.	<b>1 year / 1 credit</b>	<b>10</b>	
<b>AP U.S. History</b> This course surveys the political, economic, and social life of Americans from Jamestown to the present day. Excellent reading, writing, and analytical skills are <b>essential</b> . College Board grading standards are used to prepare students for the national AP test in May. Student must have passing score on FSA reading for recommendation.	<b>1 year / 1 credit</b>	<b>11</b>	<b>U.S. History</b>
<b>AP U.S. Gov't &amp; Politics</b> This course intensively studies the US Constitution and the three branches of government. It also concentrates on political parties, special interest groups, civil rights, public policy, and the mass media. Strong reading, writing and analytical essential, as well as participation in class discussion. College Board grading standards are used to prepare students for the national AP test in May. Student must have passing scores on FSA Reading and Mathematics for recommendation.	<b>½ year / ½ credit</b>	<b>12</b>	<b>U.S. History</b>
<b>AP Microeconomics</b> The purpose of an AP course in Microeconomics is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students are <b>required</b> to have good reading and analytical skills, and to actively participate in class discussion. This course also requires students to possess intermediate level math skills, which include graphing and basic Algebra. College Board grading standards are used to prepare students for the national AP test in May.	<b>½ year / ½ credit</b>	<b>12</b>	<b>U.S. History</b>

# WORLD LANGUAGE

COURSE TITLE	LENGTH	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
<b>French I</b> French I is an introductory course which presents the basics of grammar and vocabulary while developing the four skills of listening comprehension, speaking, reading and writing in the language. The study of French culture and civilization begins in this course.	<b>1 year/ 1 credit</b>	<b>9-12</b>	
<b>French II</b> French II reinforces and continues the study of basic grammar vocabulary, listening, and speaking exercises. More emphasis is placed on speaking, reading and writing. The study of French speaking peoples and their way of life is continued.	<b>1 year / 1 credit</b>	<b>9-12</b>	<b>French I</b>
<b>Spanish I</b> Spanish I is an introductory course which presents the basics of grammar and vocabulary while developing the four skills of listening comprehension, speaking, reading and writing in the language. The study of Spanish speaking cultures begins in this course.	<b>1 year/ 1 credit</b>	<b>9-12</b>	
<b>Spanish II</b> Spanish II reinforces and continues the study of basic grammar and vocabulary through listening, and speaking exercises. More emphasis is placed on reading and writing. The study of Spanish speaking peoples and their way of life is continued.	<b>1 year / 1 credit</b>	<b>9-12</b>	<b>Spanish I</b>
<b>Spanish III Honors</b> Spanish III examines higher level topics and linguistic structures with a heavy emphasis on cultural and societal issues. There will be a focus on higher level grammar structures as well.	<b>1 year/ 1 credit</b>	<b>11-12 S</b>	<b>Spanish I, II/Teacher Rec</b>
<b>Italian I</b> Italian I is an introductory course which presents the basics of grammar while developing the four skills of listening comprehension, speaking, reading and writing in the language. The study of Italian culture and civilization is begun in this course.	<b>1 year / 1 credit</b>	<b>9-12</b>	
<b>Italian II</b> The purpose of this course is to continue to enable students to acquire proficiency in Italian. There is continued emphasis on the development of listening, speaking, reading and writing skills and applied grammar. Cross-cultural understanding is reinforced and real-life applications are emphasized.	<b>1 year / 1 credit</b>	<b>9-12</b>	<b>Italian I</b>
<b>German I</b> German I introduces students to the German language and the cultures of the German speaking world. The course presents and develops vocabulary and grammatical structures while simultaneously developing the four skills of listening comprehension, speaking, reading and writing.	<b>1 year/ 1 credit</b>	<b>9-12</b>	
<b>German II</b> German II continues to reinforce and develop grammar and vocabulary skills. The course narrows to focus more on speaking, reading and writing, while continuing to explore the cultures and history of the German speaking world.	<b>1 year/ 1 credit</b>	<b>9-12</b>	<b>German I</b>

# PHYSICAL EDUCATION

COURSE TITLE	LENGTH	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
<b>HOPE – Health Opportunities Through Physical Education</b> The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. This year-long course incorporates both Physical Education and Health curriculums.	<b>1 year / 1 credit</b>	<b>9-12</b>	

# Cinematic Arts

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
1	Intro to Film	Film Analysis	Directing for Camera	Senior Portfolio
2	Intro to Screenwriting	Screenwriting II	Screenwriting III	Screenwriting IV
3	Intro to Post-Production	Cinematography	Adv. Post-Production	Senior Workshops
4		Animation I	Short Film Production Animation I/II	Film Theory Animation I/II

## Required Core Courses for DA Cinematic Arts Majors

Introduction to Film	Screenwriting III
Introduction to Post-Production	Directing for the Camera
Intro to Screenwriting	Advanced Post-Production
Screenwriting II	Screenwriting IV
Film Analysis	Senior Workshop
Cinematography	Senior Portfolio
Short Film Production	Animation I

*In addition to these core courses, the student must successfully complete a thesis film in their third year.*

COURSE TITLE	LENGTH	GRADE LEVEL
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<b>Introduction to Film</b>	<b>1 year / 1 credit</b>	<b>9</b>
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This is an introductory course for film majors, providing a broad overview of the aesthetics and technical aspects of filmmaking. Students learn the fundamentals of visual story telling, including shot composition, storyboarding, three-point lighting, and microphone techniques. Practical, hands-on exercises will accompany instruction.

<b>Introduction to Screenwriting</b>	<b>1 year / 1 credit</b>	<b>9</b>
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This course is designed to introduce students to the fundamentals of screenwriting: developing story ideas; learning the concepts of character, plot, and conflict; and learning to tell stories with the proper three-act structure (beginning, middle and end). The students will become conversant with the vocabulary of screenwriting, and learn to write in the professional screenplay format. These skills will be taught through a series of writing exercises, and analysis of short and feature-length screenplays.

<b>Introduction to Post-Production</b>	<b>1 year / 1 credit</b>	<b>9</b>
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This course is designed to introduce the students to the Post-Production process and the capabilities of the Adobe Creative Suite (CC). Students learn Premiere Pro, Photoshop, Audition, and After Effects.

<b>Screenwriting II</b>	<b>1 year / 1 credit</b>	<b>10</b>
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This course is designed to teach students how to write professional 4- to 7-minute narrative screenplays. Emphasis will be placed on developing story ideas, character arc, conflict and “connection” with the audience. Students will write a series of short screenplays that include a significant Decision, a Discovery, a Boxing Match, and an Improbable Connection.

<b>Animation I</b>	<b>1 year/1 credit</b>	<b>9-10</b>
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The purpose of this course is to introduce students to animated storytelling through the use of Toon Boom software. The principles of storytelling, as well as composition and framing will all be addressed. **(Open to Cinematic Arts & Visual Arts students)**

<b>Animation II</b>	<b>1 year/1 credit</b>	<b>9-10</b>
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The purpose of this course is to further develop students’ knowledge and skills to in creating animated storytelling through the use of Toon Boom software. **(Open to Cinematic Arts & Visual Arts students)**

# Cinematic Arts

COURSE TITLE	LENGTH	GRADE LEVEL
<b>Film Analysis</b>	<b>1 year / 1 credit</b>	<b>10</b>
This is a survey course, which develops a comprehension of the five axis of film. Students will examine thematic and fictional elements in cinema, as well as the visual design, cinematography, editing, and sound. Understanding these key concepts will play an important roll in the development of student films.		
<b>Cinematography</b>	<b>1 year / 1 credit</b>	<b>10</b>
This course introduces the basic principles, technologies, and techniques of shooting film and digital video. Topics covered include basic camera function and operation, understanding lenses, setting exposure, using filters, advanced shot composition, creating mood and tones, utilizing camera rigs and gear, fundamental lighting principles, and set etiquette and procedures.		
<b>Short Film Production</b>	<b>1 year / 1 credit</b>	<b>11</b>
This course covers the entire production process in making short films, from idea conception to screenwriting to pre-production to production, and post-production. This hands-on course covers both dramatic narrative and documentary filmmaking techniques. The students learn cinematography, lighting, editing and sound recording as they produce original short films in the studio and on location. Emphasis is on teaching the collaborative nature of filmmaking, as students are required to form crews and work as supportive film teams.		
<b>Directing for the Camera</b>	<b>1 year / 1 credit</b>	<b>11</b>
The purpose of this course is to allow the pre-professional Film student to learn the art of directing for the camera, both in the studio and on-location by producing short films (narrative, experimental, music videos and documentary). Emphasis will be on formulating a vision for the film, assembling a crew, working with your cinematographer to create a look for the film, working with actors, and the director's role in the post-production process.		
<b>Advanced Post-Production</b>	<b>1 year / 1 credit</b>	<b>11</b>
This course explores the advanced technical and aesthetics aspects of non-linear computer-based editing through work on upper-level portfolio projects, using the entire Adobe Creative Suite. Students at the level will test on the Adobe Certified Users exam and become certified in Adobe products.		
<b>Screenwriting III</b>	<b>1 year / 1 credit</b>	<b>11</b>
This course is designed to teach students how to write short films (7- to 15-minutes) in the most popular genres, including romantic-comedies, thrillers, film noir, action-adventure and fantasy films. Emphasis will be placed on developing story ideas, character arc, conflict and understanding the differences inherent in each "flavor" of writing. Students will learn the story elements specific to each genre by viewing expert examples of films from each genre, and studying how master screenwriters have incorporated these genre-specific elements into their scripts.		
<b>Senior Portfolio</b>	<b>1 year / 1 credit</b>	<b>12</b>
This advanced course requires the student to produce a portfolio of creative work that will represent the culmination of their film education and exploration of post-secondary education and career opportunities. Incorporates research, field trips, independent production and internship opportunities (when available).		
<b>Senior Workshop</b>	<b>1 year / 1 credit</b>	<b>12</b>
This is an advanced course in which student's craft departmental projects, which include but are not limited to; a major project or a capstone project.		
<b>Screenwriting for Non-Majors</b>	<b>1 year/ 1 credit</b>	<b>10-12</b>
This course is designed to introduce students to the fundamentals of screenwriting: developing story ideas; learning the concepts of character, plot, and conflict; and learning to tell stories with the proper three-act structure (beginning, middle and end). The students will become conversant with the vocabulary of screenwriting, and learn to write in the professional screenplay format. These skills will be taught through a series of writing exercises, and analysis of short and feature-length screenplays. <b>(Open to non-Cinematic Arts students only)</b>		

# CREATIVE WRITING

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
1	Creative Writing I / II	Creative Writing III	Jr. Poetry & Jr. Short Fiction	Sr. Short Fiction & Sr. Poetry
2	Elements of Style	Plays & Playwrights	Portfolio A	Portfolio B
3	Speech	Creative Non-Fiction	Critical Theory	Critical Theory
4			Journalism II/III/IV Magazine Production Short Film Writing Genre Film Writing Feature Writing	Journalism II/III/IV Magazine Production Short Film Writing Genre Film Writing Feature Writing

## Required Core Courses for DA Creative Writing Majors

Creative Writing I/II/III Elements of Style Plays & Playwrights Intro to Film Oral Interpretation	Critical Theory Journalism I / Creative Non-Fiction Portfolio A/B Poetry (Jr. & Sr.) Short Fiction (Jr. & Sr.)
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*In addition to these core courses, the student must successfully complete a senior recital.*

### Important notes

- Creative Writing IV is what we now call Junior Poetry and Junior Fiction.
- Creative Writing V is what we now call Senior Poetry and Senior Fiction.
- Research classes accompany CW IV and V and are called Portfolio B. (See descriptions below)

COURSE TITLE	GRADE LEVEL	PREREQUISITES
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<b>Creative Writing I/II</b>	<b>9</b>	
<p>The purpose of this course is to develop writing and language skills needed for individual expression in literary forms. The content will include, but is not limited to the following: journal writing; peer critiquing; fiction studies - plot, dialogue, characterization, setting; poetry studies – free verse, imagery, form, figures of speech, etc.</p>		

<b>Creative Writing III</b>	<b>10</b>	
<p>This course develops the skills of thinking like a writer, both critically and creatively. Several methods of interpretation and constructing meaning are explored, along with genre-study in fiction and foundational poetic methods. Students develop and workshop fiction and poetry portfolios and continue to learn and refine peer workshop methods.</p>		

<b>Creative Writing IV</b>	<b>11</b>	
<b>Junior Poetry/Junior Short Fiction</b>		
<p>The purpose of these semester courses is to study poetry and short fiction from an immersive, craft standpoint. Students will create original portfolios in each genre that allow their maturing thoughts and ideas to find voice and life in the written word. They will continue refining peer workshop processes and submit works to literary magazines. Critical discussion of artistic merit and quality are emphasized.</p>		

<b>Creative Writing V</b>	<b>12</b>	
<b>Senior Poetry/Senior Short Fiction</b>		
<p>The purpose of these semester courses in poetry and short fiction is production of a professional portfolio in each genre, including a chapbook in poetry. Though craft continues to be emphasized, students use that knowledge for movement toward artist expression at the highest levels through workshop seminars focused on original and imaginative works of art.</p>		

<b>Portfolio A</b>	<b>11</b>	
<b>(Research 2)</b>		
<p>The purpose of this course is to give students an introduction to the understanding of quality, concentration and breadth of art. The student will develop a portfolio which includes varied forms of expression, Production of original and imaginative works of art and critical discussions of aesthetic merit and quality will be emphasized.</p>		

# CREATIVE WRITING

COURSE TITLE	GRADE LEVEL	PREREQUISITES
<b>Portfolio B (Research 3)</b> This writing workshop is focused on producing original and authentic works of art, and critical discussions of aesthetic merit and quality. Significant focus is on revision strategies and the writing process needed to succeed in the professional literary field.	12	Teacher Rec
<b>Intro to Critical Theory (World Literature)</b> This survey course first examines the most prominent critical lenses through which literature is viewed. It includes evaluating works of fiction, film and poetry and students will produce original works that will be examined through various critical theory lenses.	11	
<b>Creative Nonfiction and Journalism 1 (Journalism I)</b> The year-long course begins with refining literary nonfiction methods and focuses particularly on using fictional technique in the storytelling of students' lives. Critical thinking skills are refined to show students the value and impact that memoir and creative approaches to essays can have on the reader through discussion of universality and individuality of experiences. The second half of the year focuses on learning foundational journalistic skills through the thread of narrative in both literary nonfiction and journalistic work, and offers practical instruction in journalistic writing in newspaper and digital platforms.	10	
<b>Elements of Style (Writing I/II)</b> This course introduces literary nonfiction essays by examining and refining the role of reflection in personal experience and studying the necessary grammar and punctuation skills to show precision in language. It is a prerequisite for magazine production and newspaper (Journalism II, III and IV).	9	
<b>Speech/Oral Interpretation</b> This course is designed to teach writing students the skills required for clear and compelling public speaking and readings of their work. By gaining a greater awareness of their body, students learn to manipulate their breath, volume and carriage. The result is clear, understandable, confident spoken word performances. This course involves a daily practice of writing and reading work aloud. Quality and readiness are both valued and emphasized.	9	
<b>Critical Theory in Popular Fiction (World Literature)</b> This course is designed to apply literary theory to genres which are considered to be popular. Students will evaluate works of fiction and film which fall into the categories of horror, science fiction, crime and detective fiction, children's literature, young adult literature, and biographical memoir. Along with concentrating on theory, students will put their ideas into practice by producing works in each genre studied.	11-12	Teacher Rec.
<b>Plays &amp; Playwrights (Creative Writing emphasis - Comp Theatre II)</b> This course gives creative writing majors a working knowledge of theatre history, terminology, and practices with particular attention to the art of playwriting. The first semester focuses on analysis of plays from the major genres. The second half of the year is dedicated to writing for the theatre; focal exercises, monologues, scenes and ultimately a one-act play.	10-11	
<b>Newspaper (Journalism II/III/IV credit)</b> The purpose of this course is to provide ongoing instruction in journalistic writing and production techniques. The content should include, but not be limited to the following: Writing, designing, and managing journalistic enterprises; implementing students' creative skills and talents in writing, graphic design and/or photography; small business management and marketing skills.	10-12	Application
<b>Magazine Production</b> The primary responsibility for students enrolled in this class is to produce the literary magazine, Elan. Students study layout and design and establish criteria for selecting entries. They acquire organizational and leadership skills, additionally applied through the planning and administration of projects sponsored by the department. Students contract to submit work to literary journals, writing contests and scholarship sponsors; and research authors and to zero in on skills and genres they choose. A unit on technical writing and grant writing will be covered.	11-12	Teacher Rec.

# DANCE

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
1	Dance I-VII	Dance I-VII	Dance I-VII	Dance I-VII
2	Dance Theatre	Dance Theatre	Dance Theatre	Dance Theatre
3	World Dance Jazz	World Dance Variations II	Junior Choreography Dance Comp/Aesthetics Variations II	Senior Choreography Variations II
4	Variations II	Jazz Dance American Musical Dance Ballet Variations I Creative Dance Ensemble Tap Technique Dance Production I	Ballet Variations I American Musical Dance Dance Production I Tap Technique Creative Dance Ensemble	Ballet Variations I Creative Dance Ensemble Dance Production II Tap Technique

## Required Core Courses for Dance Majors

- A technique class is required of all dance majors each year.
- A choreography or dance composition course is required.

COURSE TITLE	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
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<b>Dance II</b> <b>(Ballet &amp; Dance Rep. credit)</b>	<b>9-12</b>	<b>Teacher Rec.</b>
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The purpose of this course is to provide students with opportunities to acquire knowledge in basic ballet techniques, as well as to provide students in Dance with opportunities to develop skills in the area of modern, jazz dance techniques. The content should include, but not be limited to: application of fundamental principles of modern and tap technique, including barre, center floor, axial center, locomotor and physiologically sound movement progressions. Acquisition of technique includes isolation and movement to syncopated rhythms, time steps, breaks and soft shoe. This course will include the introduction of the history and terminology of these dance idioms.

<b>Dance III</b> <b>(Ballet &amp; Dance Rep. credit)</b>	<b>9-12</b>	<b>Teacher Rec.</b>
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The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of technique in ballet. This course will further improve the dance technique and skills of students in dance with concentrated instruction in intricate modern dance and ballet. The content should include, but not be limited to: transitional movements, qualities of movement, lyrical, staccato, and vibratory movements, accents at longer and more advanced movement combinations, emphasizing major styles, dancers and choreographers of the 20th Century.

<b>Dance IV</b> <b>(Ballet &amp; Dance Rep. credit)</b>	<b>9-12</b>	<b>Teacher Rec.</b>
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The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of technique in ballet and modern dance, and to provide students of dance the opportunities to learn set choreography, solo or group works with emphasis on works that have complicated rhythmic structures.

<b>Dance V, VI, VII</b> <b>(Ballet &amp; Dance Rep. credit)</b>	<b>9-12</b>	<b>Teacher Rec.</b>
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The purpose of this course is to provide students with opportunities to extend, refine and further develop techniques in ballet and modern dance, and to provide dance students with the opportunity to learn advance works of choreography.

<b>Dance Theatre</b> <b>(Ballet &amp; Dance Rep. Credit)</b>	<b>9-12</b>	<b>Teacher Rec.</b>
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(must take Jr. Choreography & Ballet Variations if taking Dance Theatre)

Major concepts, content: the purpose of this course is to provide students with opportunities to extend, refine and further develop technique in dance. This course will also provide the talented and skilled dancers with opportunities to further extend the acquisition of knowledge of techniques of repertory, choreography, and performance.

<b>American Musical Dance</b> <b>(Musical Theatre credit- for dance)</b>	<b>9-12</b>	<b>Teacher Rec.</b>
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The purpose of this course is to provide students the opportunities to study and perform scenes from varied styles of musical theatre with special attention to the fundamentals of dance, stage movement, acting and characterization as related to musical production.

# DANCE

COURSE TITLE	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
<b>Ballet Variations I</b> <b>(Dance Technique credit)</b> The purpose of this course is to provide talented and skilled dancers with opportunities to acquire in-depth knowledge and technique of classical and contemporary Ballet while continuing to refine their skills in performing.	<b>10-12</b>	<b>Teacher Rec.</b>
<b>Ballet Variations II</b> <b>(Executive Internship credit)</b> The purpose of this course is to provide students with opportunities to extend, refine and further develop knowledge and technique of classical and contemporary Ballet while continuing to refine their skills in performing.	<b>10-12</b>	<b>Enrolled in Dance Theatre</b>
<b>Junior Choreography</b> <b>(Dance Choreography I)</b> The purpose of this course is to provide students opportunities to study the history of dance throughout the ages from primitive times to the present. The content will include dance in world cultures, history of ballet, and modern dance with additional studies of dance criticism and aesthetics.	<b>11</b>	<b>Teacher Rec.</b>
<b>Senior Choreography</b> <b>(Dance Choreography II Honors)</b> The purpose of this course is to provide the talented and skilled dancers with opportunities to acquire in-depth knowledge of techniques of choreography while continuing to refine their skills in performing.	<b>12</b>	<b>Teacher Rec.</b>
<b>Creative Dance Ensemble</b> <b>(Dance Technique credit)</b> The purpose of this course is to provide students with the methods and skills necessary to perform creative dance through the use of Modern Dance, World Dance, and other dance forms to enhance the dancers technique, compositional and performance skills with a focus on leaning and presenting material suitable for a young children's audience. Students will be a part of developing and or performing a lecture-demonstration and a children's dance story.	<b>9-12</b>	<b>Audition</b>
<b>Dance Composition/Aesthetics</b> <b>(Choreography credit)</b> This course is designed to introduce students to the craft of dance composition, the aesthetic principals of form and an overview of dance history.	<b>11-12</b>	<b>Teacher Rec.</b>
<b>Dance Production I</b> <b>(Dance Technique credit)</b> The purpose of this course is to introduce dance students to the technical aspects of set design, music, sound, lights, costumes and related techniques of management, publicity and auditions. The purpose of interdisciplinary dance is to provide dance majors with the opportunity to study and explore the relationship of dance and other art forms and to enhance students' experience in interdisciplinary projects.	<b>10-12</b>	<b>Teacher Rec.</b>
<b>Dance Production II</b> <b>(Dance Technique credit)</b> The purpose of this course is to provide students with opportunities to extend, refine and further develop technical aspects of set design, music, sound, lights, costumes and related techniques of management, publicity and auditions. The purpose of interdisciplinary dance is to provide dance majors with the opportunity to study and explore the relationship of dance and other art forms and to enhance students' experience in interdisciplinary projects.	<b>10-12</b>	<b>Dance Production I</b>
<b>Tap Technique</b> <b>(Dance Technique credit)</b> The purpose of this course is to provide students with opportunities to further extend the acquisition of knowledge and the development of techniques of dance, specifically with Tap.	<b>9-12</b>	<b>Teacher Rec.</b>
<b>World Dance</b> The purpose of this course is to make students aware of and develop an understanding of a variety of non-western cultures through the traditional dances of those cultures. It should also enhance the students' techniques and creativity in other dance forms as well. The course will include a slightly in-depth study of African dance forms, Latin dance forms and Caribbean dance forms, with a touch on other ethnicities such as Native Americans, Spanish dance, etc. Open to all levels of Dance majors and other students by permission.	<b>10-12</b>	<b>Teacher Rec.</b>
<b>Jazz Dance</b> The purpose of this course is to learn about various styles of jazz dance and improve students' technique.	<b>9-12</b>	<b>Teacher Rec.</b>

# BAND/ORCHESTRA/GUITAR

## BAND TRACK

	Grade 9	Grade 10	Grade 11	Grade 12
1	Concert Band Symphonic Band Wind Symphony* Percussion*	Concert Band Symphonic Band Wind Symphony* Percussion*	Concert Band Symphonic Band Wind Symphony* Percussion*	Symphonic Band Wind Symphony* Percussion*
2	Music Theory	Keyboard I Music Theory	AP Music Theory Music History	AP Music Theory Music History
3	Keyboard I	Music History	Chamber Music (Winds)	Chamber Music (Winds)
4	Jazz Ensemble I/II	Electronic Music I / II Recording I / II Jazz Studies Jazz Ensemble I/II Chamber Music (Winds)	Electronic Music I / II Recording I / II Jazz Ensemble I/II	Electronic Music I / II Recording I / II Jazz Ensemble I/II

\*double blocked

## ORCHESTRA TRACK

	Grade 9	Grade 10	Grade 11	Grade 12
1	Sinfonia* Repertory Orchestra* Chamber Orchestra*	Sinfonia* Repertory Orchestra* Chamber Orchestra*	Sinfonia* Repertory Orchestra* Chamber Orchestra*	Sinfonia* Repertory Orchestra* Chamber Orchestra*
2	Music Theory	Keyboard I Music History	AP Music Theory Music History	AP Music Theory Music History
3	Keyboard I	Electronic Music I / II Recording I / II Jazz Studies Jazz Ensemble I/II	String Pedagogy Electronic Music I / II Recording I / II Jazz Studies Jazz Ensemble I/II	String Pedagogy Electronic Music I / II Recording I / II Jazz Studies Jazz Ensemble I/II
4	Chamber Music (Strings)	Chamber Music (Strings)	Chamber Music (Strings)	Chamber Music (Strings)

\*double blocked

## GUITAR TRACK

	Grade 9	Grade 10	Grade 11	Grade 12
1	Guitar 1	Guitar 2	Guitar 3	Guitar 4
2	Music Theory	Keyboard I Music Theory	AP Music Theory Music History	AP Music Theory Music History
3	Keyboard I	Music History	Guitar Ensemble	Guitar Ensemble
4	Guitar Ensemble Jazz Ensemble I/II	Guitar Ensemble Electronic Music I Recording I Jazz Studies Jazz Ensemble I/II Chamber Music	Electronic Music I/II Recording I/II Jazz Ensemble I/II Chamber Music	Electronic Music I/II Recording I/II Jazz Studies Jazz Ensemble I/II Chamber Music

## Required Core Courses for DA Instrumental Music Majors

Band/Ochestra (double blocked with Techniques) each year or Guitar I-IV  
 Music Theory  
 Keyboard I  
 Music History  
 AP Music Theory

### Plus any 4 credits from the following courses:

Electronic Music I / II      Chamber Music or Guitar Ensemble  
 Recording I / II      Jazz Studies  
 Jazz Ensemble      String Pedagogy

*In addition to these core courses, the student must successfully complete a senior recital.*

# BAND/ORCHESTRA/GUITAR

COURSE TITLE	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
<p><b>Concert Band</b> The purpose of this course is to provide students with opportunities to develop basic instrumental and musicianship skills in band and instrumental ensembles. .</p>	<b>9-12</b>	<b>Teacher Rec.</b>
<p><b>Symphonic Band</b> The purpose of this course is to provide students with opportunities to develop musicianship skills in band and instrumental ensembles. <b>Membership is by audition only.</b></p>	<b>9-12</b>	<b>Teacher Rec.</b>
<p><b>Wind Symphony</b> The purpose of this course is to provide students with instruction in the development of musicianship and technical skills through study of varied band literature. <b>Membership is by audition only.</b></p>	<b>9-12</b>	<b>Teacher Rec.</b>
<p><b>Sinfonia</b> This course is a technique-oriented course for string players. Concentration is on developing effective posture, shifting, internalizing pulse, bow distribution, spiccato, and other music making skills. Method books and grade 3 repertoire will be studied.</p>	<b>9-12</b>	<b>Teacher Rec.</b>
<p><b>Repertory Orchestra</b> This course is an intermediate level performing ensemble for sting players. Emphasis is on developing consistent control of expressive markings, dynamics, tempi, and tone production; and in the area of string technique – control of various on and off the string bowing styles and expansion of the musicians playing range through shifting to and from higher positions. The repertoire will consist of music from various musical periods and styles in the grade 4 &amp; 5 range.</p>	<b>9-12</b>	<b>Teacher Rec</b>
<p><b>Chamber Orchestra</b> Chamber Orchestra is a performing ensemble for advanced string players. Students will concentrate on developing skills in articulation, tone production, intonation, dynamics, phrasing, precision, and many other musical skills. The repertoire will consist of music from various musical periods and styles in the grade 5 &amp; 6 range.</p>	<b>9-12</b>	<b>Teacher Rec.</b>
<p><b>Percussion Technique</b> The purpose of this course is to provide instrumental instruction in a class situation. The content should include, but not be limited to instruction in performance techniques peculiar to given instruments with emphasis placed on technical and musical fundamentals.</p>	<b>9-12</b>	<b>Teacher Rec.</b>
<p><b>Guitar I</b> The purpose of this course is to provide students with introductory experiences on the guitar in performance skills and interpretation of simple notation.</p>	<b>9-12</b>	<b>Teacher Rec.</b>
<p><b>Guitar II</b> The purpose of this course is to provide students with instruction in guitar using varied performance techniques.</p>	<b>9-12</b>	<b>Teacher Rec.</b>
<p><b>Guitar III</b> The purpose of this course is to provide students with instruction in the development of musicianship and technical skills through the study of varied guitar literature.</p>	<b>9-12</b>	<b>Teacher Rec.</b>
<p><b>Guitar IV</b> The purpose of this course is to provide students with advanced instruction in individual guitar performance.</p>	<b>11-12</b>	<b>Teacher Rec.</b>
<p><b>Music History (Music of the World)</b> The purpose of this course is to provide a stimuli to the students interested in music and to help the student acquire the knowledge and skills necessary to value the role of music and its contribution to life.</p>	<b>10-12</b>	<b>Keyboard I/ Theory I</b>
<p><b>Keyboard I</b> The purpose of this course is to provide students with introductory experiences on the keyboard in performance skills and interpretation of simple notation.</p>	<b>9-12</b>	<b>Non-Keyboard Majors</b>

# BAND/ORCHESTRA/GUITAR

COURSE TITLE	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
<b>Guitar Ensemble I-IV (Instrumental Ensemble)</b> The purpose of this course is to provide students with the opportunity to develop musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Students focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness.	<b>10-12</b>	<b>Teacher Rec.</b>
<b>Electronic Music I/II</b> The purpose of this course is to provide a knowledge of the development of electronic music and the practical use in today's music field. Topics will include the history of electronic music, analog syntheses, drum machines, and software music programs including midi.	<b>10-12</b>	<b>Keyboard/ Music Theory I</b>
<b>Music Theory</b> This course is designed for students who have a need to learn musical language including pitch notation, basic scales, rhythmic notation, solfeggio, and basic chordal harmony. Students will leave this class with a strong music language fundamentals in preparation for Music Theory II.	<b>9-12</b>	<b>Teacher Rec.</b>
<b>Advanced Placement Music Theory</b> This course is a college level course in which an in-depth study of music theory takes place. A student scoring a 3 or above on the AP exam can receive college credit and/or placement.	<b>12</b>	<b>Music History/Teacher Rec.</b>
<b>Jazz Ensemble I</b> The purpose of this course is to provide students with an introduction to styles and idiomatic performance techniques of representative contemporary popular music and jazz literature.	<b>9-12</b>	<b>Teacher Rec.</b>
<b>Jazz Ensemble II</b> The purpose of this course is to develop and extend an understanding of styles and idiomatic performance techniques of representative contemporary popular music and jazz literature.	<b>9-12</b>	<b>Teacher Rec.</b>
<b>Jazz Studies</b> The purpose of this course is to provide a survey of music forms originating from ethnic groups of our American cultural heritage. as well as the development of basic improvisation skills for all instruments (including voice). Students acquire the knowledge and skills necessary to value the contributions of various composers and folk musicians.	<b>10-12</b>	<b>Teacher Rec.</b>
<b>Recording I/II</b> This course concentrates in audio production techniques. It includes comprehensive coverage of microphones, audio mixers, speakers, and environmental acoustics.	<b>10-12</b>	<b>Teacher Rec.</b>
<b>String Pedagogy (Executive Internship)</b> In this course, string students learn how to teach stringed instruments to children using various techniques and processes, including how to prepare lesson plans and how to use various solo and heterogeneous class method books. They will also learn how to play all four bowed stringed instruments and how to start and maintain a private teaching studio. Students will also have the opportunity to teach elementary and middle school string students.	<b>11-12</b>	<b>Teacher Rec.</b>
<b>Chamber Strings (Instrumental Ensemble)</b> Students in this course will have the opportunity to prepare and perform repertoire from the Baroque, Classical, Romantic, and Contemporary style periods in small ensembles (duets, trios, quartets, etc.)	<b>11-12</b>	<b>Teacher Rec.</b>
<b>Chamber Winds (Instrumental Ensemble)</b> In this course students rehearse and perform traditional and modern chamber music literature while learning and developing individual and ensemble skills. Students learn rehearsal techniques and engage in self-directed practice and rehearsals with coaching from faculty and guests artists. Afterschool performances are a requirement for this class.	<b>10-12</b>	<b>Teacher Rec</b>

# PIANO

	Grade 9	Grade 10	Grade 11	Grade 12
<b>1</b>	Piano 1	Piano 2	Piano 3	Piano 4
<b>2</b>	Music Theory	Music History	AP Music Theory Music History	Piano Ensemble AP Music Theory
<b>3</b>	Jazz Studies Electronic Music I Recording I	Jazz Studies Electronic Music I / II Recording I / II Piano Ensemble Chamber Music Choir Accompanist	Piano Ensemble Jazz Ensemble I/II Chamber Music Jazz Studies Electronic Music I / II Recording I / II Choir Accompanist	Chamber Music Jazz Studies Jazz Ensemble I/II Recording I / II Electronic Music I / II Accompanist

## Required Core Courses for DA Piano Majors

Piano I-IV  
Music Theory  
Music History  
Piano Ensemble IV  
AP Music Theory

### Plus any 4 credits from the following courses:

Electronic Music I / II	Jazz Ensemble I/II
Recording I / II	Chamber Music
Piano Ensemble I, II, III	Jazz Studies

*In addition to these core courses, the student must successfully complete a senior recital.*

COURSE TITLE	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
<b>Piano I-III (Keyboard)</b> The purpose of this course is to provide students with instruction in the development of musicianship and technical skills through the study of varied keyboard literature. Students are provided instruction in individual keyboard performance. This class is designed to develop lasting musical skills.	<b>9-12</b>	<b>Teacher Rec.</b>
<b>Piano IV (Keyboard)</b> The course encompasses all aspects of piano proficiency—sight-reading, technical studies, knowledge of piano literature styles, composers and artistic aspects. This prepares students for college level piano study and provides gifted young artists with the acute perceptions necessary to sustain a career in music performance.	<b>9-12</b>	<b>Teacher Rec.</b>
<b>Piano Ensemble I-III (Instrumental Ensemble)</b> The purpose of this course is to provide students with opportunities for creativity in the interpretation and performance through the study of highly varied literature.	<b>11-12</b>	<b>Teacher Rec</b>
<b>Piano Ensemble /Level IV (Instrumental Ensemble)</b> The purpose of this course is to give a complete picture of music by cultivating the students' musical talents through the performances, Master Classes and competitions. This prepares students for college level piano study and provides gifted young artists with the acute perceptions necessary to sustain a career in music performance.	<b>11-12</b>	<b>Teacher Rec.</b>
<b>Music Theory</b> This course is designed for students who have a need to learn musical language including pitch notation, basic scales, rhythmic notation, solfeggio, and basic chordal harmony. Students will leave this class with a strong music language fundamentals in preparation for Music Theory II.	<b>9-12</b>	<b>Teacher Rec.</b>

# PIANO

COURSE TITLE	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
<b>Chamber Music (Music Ensemble)</b> Chamber Orchestra is a yearlong, performance-oriented course for advanced players. Emphasis is placed on developing ensemble skills in a smaller orchestral setting. As part of the course, students have the opportunity to study chamber music and perform it in recital. The purpose of this course is to give a complete picture of music by cultivating the students' musical talents through the performances, Master classes and competitions. Performing chamber music begins with the blending of several instruments and the ears and musically of several musicians working together to produce an intimate portrayal of music. These valuable opportunities for the young pianists to learn to play with sensitively; listen carefully; augment musical ideas with other talented musicians; deal with matters of balance, tuning, mutual phrase shaping, precision, and many other aspects of interpretation.	9-12	Teacher Rec.
<b>Advanced Placement Music Theory</b> This is a college level course in which an in-depth study of music theory is conducted. A student scoring a 3 or above on the AP exam can receive college credit and/or college placement.	12	Music History
<b>Music History (Music of the World)</b> The purpose of this course is to provide a stimuli to the students interested in music and help the student acquire the knowledge and skills necessary to value the role of music and its contribution to life.	10-12	Music Theory I
<b>Jazz Ensemble I</b> The purpose of this course is to provide students with an introduction to styles and idiomatic performance techniques of representative contemporary popular music and jazz literature.	9-12	Teacher Rec.
<b>Jazz Ensemble II</b> The purpose of this course is to develop and extend an understanding of styles and idiomatic performance techniques of representative contemporary popular music and jazz literature.	9-12	Teacher Rec.
<b>Electronic Music I/II</b> The purpose of this course is to provide a knowledge of the development of electronic music and the practical use in today's music field. Topics will include the history of electronic music, analog syntheses, drum machines, and software music programs including midi.	10-12	Keyboard & Music Theory
<b>Jazz Studies</b> The purpose of this course is to provide a survey of music forms originating from ethnic groups of our American cultural heritage. Students acquire the knowledge and skills necessary to value the contributions of various composers and folk musicians.	10-12	Teacher Rec.
<b>Recording I/II</b> This course concentrates in audio production techniques. It includes comprehensive coverage of microphones, audio mixers, speakers, and environmental acoustics.	10-12	Teacher Rec.

# THEATRE

## PERFORMANCE MAJOR

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1	Performance A	Performance B	Performance C	Performance D
2	Movement/Voice I	Voice II	Voice and Dialects	Directing Acting Company Issue Based Theatre Arts In Education
3	Stagecraft I	Plays & Playwrights	Theatre History	
		Props & Production	Acting Company Issue Based Theatre Arts In Education Props & Production	

## MUSICAL MAJOR

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1	Performance A	Performance B	Performance C	Performance D
2	Vocal Tech I	Musical Theatre Repertoire 1	Musical Theatre Repertoire 2	Musical Theatre Repertoire 3
3	Foundations Dance I	Foundations Dance I/II	Foundations Dance II Musical Theatre Styles	Foundations Dance II Musical Theatre Styles
4	Keyboard/Theory	Plays & Playwrights	Theatre History	Acting Company* Issue Based Theatre* Arts In Education* Directing*
			Acting Company* Issue Based Theatre* Arts In Education*	

\*Denotes Jury/Audition/Teacher Approval

### Required Core Courses for DA Performance Theatre Majors

Performance A,B,C & D  
Plays & Playwrights  
Theatre History  
Stagecraft I

Movement & Voice I  
Voice II  
Voice & Dialects III

### Required Core Courses for DA Musical Theatre Majors

Performance A,B,C & D  
Plays & Playwrights  
Theatre History  
Vocal Tech I for MT

Musical Theatre Repertoire 1-3  
Foundations Dance or MT Styles (each year)  
Keyboard/Theory

*In addition to these courses, the student is eligible for advanced level courses which require approval through Teacher Recommendation, Jury or Audition.*

COURSE TITLE	GRADE LEVEL	PREREQUISITES	SPECIAL NOTES
<b>Performance A (Acting I)</b>	<b>9</b>		
The purpose of this course is to introduce students to the study and practice of acting. Content will include improvisation, scene study, oral interpretation, and theatre games. Emphasis is on group work. Character analysis objectives and tactics are introduced.			
<b>Performance B (Acting II)</b>	<b>10</b>	<b>Performance A/Jury</b>	
The purpose of this course is to further develop the acting skills of theatre students. The content includes scene work, voice and diction, character and script analysis, working with a director and oral interpretation, and an introduction to Shakespeare.			
<b>Performance C (Acting III)</b>	<b>11</b>	<b>Performance B/Jury</b>	
The purpose of this course is to refine the acting skills of theatre students. The content includes in-depth analysis of character portrayal, script analysis, physical movement and the Stanislavski Method of acting.			

# THEATRE

COURSE TITLE	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
<b>Performance D (Acting IV)</b> The purpose of this course is to study the Stanislavski Method as well as other Methods of acting including Meisner and Uta Hagen through a concentration on different styles of plays. The class prepares students to enter Colleges, Universities or advanced training centers. Preparing for a professional career, resume writing and auditioning are also included.	<b>12</b>	<b>Performance C/Jury</b>
<b>Plays and Playwrights (Theatre History &amp; Lit I)</b> The purpose of this class is to introduce the student to dramatic literature. Students will begin by defining "drama" and discussing how drama differs from other art forms. Focus will be given as to how a script serves as a blueprint for an experience in the theatre. Plays will be read from the genres of tragedy, comedy, farce, absurdism, expressionism, and students will be able to distinguish the characteristics of each form. Special attention will be given to classic literature that will serve as a reference point for other work in acting, directing and design classes. Students will become more polished sight-readers through frequent class readings and learn to react to both the text and performance of a play. They will also write a one-act play.	<b>10</b>	
<b>Theatre History (Theatre History &amp; Lit II)</b> The purpose of this course is to study the historical elements and literature of the theatre from prehistoric times until the 20th Century. The content includes staging, theatre architecture, acting styles, organization of companies, literature and how social history affected the progression of theatre.	<b>11-12</b>	<b>Plays and Playwrights</b>
<b>Acting Company (Theatre IV Honors)</b> Company is a by-audition-only advanced acting class. This small class of only the most dedicated of actors will pursue a year of study in various acting styles and methods. The class will build an "acting company" and work as an ensemble for the full year. Company will work at an accelerated pace in which the actor's full participation and readiness is assumed; the course will be structured as a top level BFA conservatory acting program.	<b>11-12</b>	<b>Jury/Audition</b>
<b>Directing (Theatre Directing)</b> The purpose of this course is to provide the opportunity for theatre students to study the fundamentals of directing a theatrical production. The content includes analysis of structure and character, and the use of various visual techniques to create emphasis and meaning, and the identification and development of a unifying idea for each production. Students will have the opportunity to practice their directing skills second semester with the Performance B class.	<b>12</b>	<b>Teacher Recommendation</b>
<b>Vocal Tech I for MT</b> The purpose of this course is to provide basic voice instruction in a group setting. Students will cover the anatomy of the voice, vocal production, the International Phonetic Alphabet (IPA) and vocal coaching in their preparation for performance of solo songs.	<b>9</b>	<b>Musical Theatre Majors</b>
<b>Musical Theatre Repertoire 1</b> The purpose of this course is to provide MT majors with the skills to succeed in a professional environment. Students will study vocal performance, musical theatre history, musical staging, and acting technique with each scene. Throughout the course, students will be expected to demonstrate skills in vocal and acting in performance of solo songs as well as small or large group numbers from the Musical theatre canon. Different composers of the American Musical Theatre are studied in depth.	<b>10</b>	<b>Jury/Audition</b>
<b>Musical Theatre Repertoire 2</b> The purpose of this course is to provide MT majors with the skills to succeed in a professional environment by further expanding/developing their audition rep book. Students will study vocal performance, musical theatre history, music/script analysis, musical staging, and acting technique with each scene. Throughout the course, students will be expected to demonstrate skills in vocal and acting in performance of solo songs as well as small or large group numbers from the Musical theatre canon. Different composers of the American Musical Theatre are studied in depth.	<b>11</b>	<b>MT Rep 1</b>
<b>Musical Theatre Repertoire 3</b> The purpose of this course is to provide MT majors with the skills to succeed in a professional environment by completing their rep book and honing audition skills. We aim to assist students who have a desire to move to a top college level program in Musical Theatre. Students will study vocal performance, musical theatre history, music/script analysis, musical staging, and acting technique with each scene. Throughout the course, students will be expected to demonstrate skills in vocal and acting in performance of solo songs as well as small or large group numbers from the Musical theatre canon. Different composers of the American Musical Theatre are studied in depth.	<b>12</b>	<b>MT Rep 2</b>

# THEATRE

COURSE TITLE	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
<b>Foundations Dance 1, 2 (Dance Techniques)</b> The purpose of this course is to provide students with opportunities to acquire knowledge in basic ballet techniques. Also to provide students in Dance with opportunities to develop skills in the area of modern, jazz dance techniques. The content should include, but not be limited to: application of fundamental principles of modern and tap technique, including barre, center floor, axial center, locomotor and physiologically sound movement progressions. Acquisition of technique includes isolation and movement to syncopated rhythms, time steps, breaks and soft shoe. This course will include the introduction of the history and terminology of these dance idioms.	<b>9 &amp; 10</b>	<b>Musical Theatre Majors</b>
<b>Music Theatre Styles</b> The purpose of this course is to provide students the opportunities to study and perform various styles of musical theatre with special attention to the fundamentals of dance, stage movement, acting and characterization as related to musical production. Students study the different styles and works of renowned choreographers from the Musical Theatre canon. Throughout this course, students will be expected to choreograph small and large group numbers, as well as participate in mock dance calls.	<b>11-12</b>	<b>Jury/Audition</b>
<b>Keyboard/Theory for MT</b> The purpose of this course is to provide students with introductory experiences on the keyboard in performance skills and interpretation of simple notation. Also to teach students the analysis and application of musical fundamentals.	<b>9-12</b>	<b>Musical Theatre Majors</b>
<b>Senior Acting Intern (Executive Internship)</b> The purpose of this class is to allow gifted senior performance majors an opportunity to assist in teaching the Performance A students. They serve as mentors and models for the younger students. In addition, they lead warm-ups, select scenes and guide the Performance A students in the fundamentals of Acting.	<b>12</b>	<b>Teacher Rec.</b>
<b>Stagecraft I</b> The purpose of this course is to introduce students to the fundamentals of Technical Theatre. An introduction will be given to the construction and design of scenery, the operation and design of theatrical lighting, as well as painting, color, costume and sound.	<b>9</b>	
<b>Movement &amp; Voice I (Theatre 1)</b> This class will introduce students to a series of physical and vocal exercises and techniques that will enhance their capacity for movement, connection to a diaphragmatic breath, and vocal flexibility. An emphasis will be placed on releasing tension in an effort to develop an instrument that can respond to the demands of creating a character.	<b>9</b>	
<b>Voice II (Theatre 2)</b> The purpose of this class is to provide students the opportunity to study advanced physical and vocal techniques. The study of the Alexander Technique will release physical tension and bring an awareness of alignment. Vocal techniques will develop through the exploration of exercises from the text Voice in Acting (Integrated voice and the Stanislavski approach).	<b>10</b>	<b>Movement/Voice I</b>
<b>Voice &amp; Dialects III (Theatre 3)</b> The purpose of this course is to further the physical and vocal versatility of the actor. Special attention will be given to the study of the British dialect, using the heightened language of Shakespeare and an introduction to voice over work.	<b>11</b>	<b>Voice II</b>
<b>Issue Based Theatre</b> The purpose of this course is to invite students from all arts areas to collaborate in the development of an issue based performance piece that will be toured to at-risk audiences in their community. Students will research and discuss teen issues, then use that information to create scenes, monologues, dances, visual arts pieces, and songs that explore those issues in a truthful way. The goal of this course is to create a team of teen educators that will have the skills to truly impact their peers by sharing a positive message about setting goals and recognizing the choices that have to be made to achieve them.	<b>11-12</b>	<b>Teacher Rec.</b>
<b>Music Theatre Styles</b> The purpose of this course is to provide students the opportunities to study and perform various styles of musical theatre with special attention to the fundamentals of dance, stage movement, acting and characterization as related to musical production. Students study the different styles and works of renowned choreographers from the Musical Theatre canon.	<b>11-12</b>	<b>Jury/Audition</b>
<b>Arts in Education</b> Arts in Education is a upper-level theatre course which requires a prerequisite of Acting A and B. Students in this course will be trained as teacher/ guides in the field of creative dramatics: an informal theatre that focuses on the process rather than the performance. As teacher/ guides they will then take their expertise into an elementary and middle school classrooms and offer creative dramatics to the youngsters, allowing these children to explore their world and its meaning largely through improvisation and imaginative play.	<b>11-12</b>	<b>Teacher Rec</b>

# TECHNICAL THEATRE

	Grade 9	Grade 10	Grade 11	Grade 12
1	Stagecraft I	Stagecraft II	Stagecraft III	Stagecraft IV
2	Drawing 1	Art History & Criticism 1 Honors	Scene Painting	Theatre History
3	Scenery & Props	Lighting & Sound	Autocad & Photoshop	Advanced Scene Design
4	Costume & Makeup	Props & Production	AP Art History	Advanced Fabrication & Rigging
				AP Art History

## Required Core Courses for DA Technical Theatre Majors

Stagecraft I-IV	Scene Painting
Theatre History	Autocad & Photoshop
Scenery and Props	Advanced Scene Design
Costume & Makeup	Art History & Criticism 1 Honors
Lighting & Sound	

*In addition to these core courses, students are expected to work on co-curricular productions. Students must also participate in the yearly Technical Theatre Jury process which includes an outside project, and complete a Senior Exhibition/Capstone Jury.*

COURSE TITLE	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
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<b>Stagecraft 1</b> <b>(Technical Theatre Design &amp; Production 1)</b> Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation.	<b>9-12</b>	
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<b>Stagecraft 2</b> <b>(Technical Theatre Design &amp; Production 2)</b> Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas	<b>10-12</b>	
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<b>Stagecraft 3</b> <b>(Technical Theatre Design &amp; Production 3)</b> Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills.	<b>11-12</b>	
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<b>Stagecraft 4</b> <b>(Technical Theatre Design &amp; Production 4)</b> Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	<b>12</b>	
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<b>Art History &amp; Criticism 1 Honors</b> Students explore the role of art in history and culture through observation and analysis of significant works of art and architecture from Prehistory through the 16th century. Student historians investigate the societal context of works, considering traditional forms and conventions of representation, symbology, and the purposes for which the art was created. The course includes an introduction to the methodologies of art history and criticism, study of the media and techniques used by artists from various cultures and time periods, and use of appropriate terminology in verbal and written analyses of artworks drawn from around the world. Student historians critique and compare works across time and cultures to develop an understanding of, and respect for, the visual arts as a chronicle of history, cultural heritage, and the human experience.	<b>10-12</b>	
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# TECHNICAL THEATRE

COURSE TITLE	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
<b>Scenery &amp; Props</b> (Technical Theatre Design and Production: Scenery and Props)	10	
Students focus on learning the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools.		
<b>Costume &amp; Makeup</b> (Technical Theatre Design and Production: Costumes, Makeup and Hair)	9	
Students focus on learning the basic tools and procedures for designing and creating costumes, hair, and makeup with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement.		
<b>Lighting &amp; Sound</b> (Technical Theatre Design and Production: Lighting and Sound)	10	
Students focus on learning the basic tools and procedures for designing and creating the lighting and sound needs for productions with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Lighting and sound designers and technicians analyze dramatic scripts to find production solutions through historical, cultural, and geographic research. These students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement.		
<b>Drawing 1</b>	9	
Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.		
<b>AutoCAD &amp; Photoshop</b> (Digital Art Imaging I)	11-12	
Theatre Technology explores digital technology that helps the production process. Students will receive instruction in AutoCAD (computer aided drafting), 3D visualization software, Photoshop, and other production software related to sound and lighting. Students will use this software to create designs and communicate those designs in a way that augments the audience's experience.		
<b>Props &amp; Production</b> (Fine Craft Studio Art I)	12	
Students create well-designed work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Students develop the language of fine craft through a concentration on fundamental technical skills. Student artisans reflect on aesthetics and visual issues related to fine craft through the use of the structural elements of art and organizational principles of design. Students use analytical and problem-solving skills to improve personal work and that of their peers. Students investigate the significance of Western and non-Western cultures related to understanding the art role in global culture and informing creative choices in media and design. This course incorporates hands-on activities and consumption of art materials.		
<b>Scenic Painting</b> (Research III)	11	
Scene Painting is a year-long course which introduces the different painting techniques utilized to create theatrical finishes and backdrops. This class encourages the development of technical skills, the understanding of a multi-step process, and the ability to verbalize critical analysis.		
<b>Advanced Scene Design</b> (Theatre 4 Honors)	12	
This course focuses on developing advanced, concept based theatrical designs for actual productions, thespian competition, scholarship auditions, and portfolio development. The goal is to research, conceptualize, and communicate a high quality design using multiple design techniques and technologies. At the end of the course, students will learn to organize their portfolios into a professional presentation.		

# VISUAL ARTS

## SCULPTURE TRACK

	Grade 9	Grade 10	Grade 11	Grade 12
1	2-D Studio Art	Art History & Crit 2 H or Intro to Art History & Art in World Cultures	Sculpture 3 H	AP Studio Art 3D: Design
2	Sculpture 1	Sculpture 2	AP Art History	2-D studio elective
3	Art History & Crit 1 H	2-D Studio Art 2 Printmaking 1 Creative Photo 1	Printmaking 1 Creative Photo 1 2-D Studio Art 2 2-D Studio Art 3 H Art Hist & Crit 2 H	AP Art History Port Dev: 2D Des Hon 2-D Studio Art 2 Port Dev: Draw Hon Creative Photo 3 Hon

## DRAWING/PAINTING TRACK

	Grade 9	Grade 10	Grade 11	Grade 12
1	2-D Studio Art	Art History & Crit 2 H or Intro to Art History & Art in World Cultures	2-D Studio Art 3 H	AP Drawing Portfolio
2	Sculpture 1	Sculpture 2	AP Art History	2-D studio elective
3	Art History & Crit 1 H	2-D Studio Art 2 Printmaking 1 Creative Photo 1	Printmaking 1 Creative Photo 1 2-D Studio Art 2 2-D Studio Art 3 H Art Hist & Crit 2 H	AP Art History Port Dev: 2D Des Hon Sculpture 2 Port Dev: Draw Hon Creative Photo 3 Hon
4		Animation I	Animation I, II	Animation I, II

## GRAPHICS TRACK

	Grade 9	Grade 10	Grade 11	Grade 12
1	2-D Studio Art	Art History & Crit 2 H or Intro to Art History & Art in World Cultures	Creative Photo 2 or Printmaking 2	AP Studio Art: 2D Design
2	Sculpture 1	Creative Photo 1 Printmaking 1	AP Art History	2-D studio elective
3	Art History & Crit 1 H	2-D Studio Art 2/ Sculpture 2	2-D Studio Art 2/ 2-D Studio Art 3 Hon Intro to Art History & Art in World Cultures Art Hist & Crit 2 H	AP Art History Port Dev: 2-D Design Hon 2-D studio art 2 Port Dev: Draw Hon Creative Photo 3 Honors
4			Sculpture 3 H	

### Required Core Courses for DA Visual Arts Majors

2D Studio Art 1	Printmaking 1
2-D Art Studio 2	Art History & Crit 1
Creative Photo 1	Art History & Crit 2 or Intro to Art Hist/Art in World Cultures
Sculpture 1	AP Art History

*In addition to these core courses, the student must successfully complete the course of study in one major through the portfolio level course.*

# VISUAL ARTS

COURSE TITLE	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
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## 2-D STUDIO ART 1

9

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

## SCULPTURE 1

9

Students explore how space, mass, balance, and form combine to create aesthetic forms and structures. Instruction may include, but is not limited to, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

## 2-D STUDIO ART 2

10-12

Teacher Rec.

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers.

## 2-D STUDIO ART 3 HONORS

10-12

2-D Studio Art 2 / Teacher Rec.

Students demonstrate proficiency in the conceptual development of content in drawing, painting, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style.

## SCULPTURE 2

10-12

Teacher Rec.

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

## SCULPTURE 3 HONORS

11-12

3-D Studio Art 2 / Teacher Rec.

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

## CREATIVE PHOTO 1

10-12

Teacher Rec.

Students explore the aesthetic foundations of art making using beginning photographic techniques. This course involves the use of traditional and digital photography. Students will learn the basics of camera operations, compositional foundations, processing images for print, and critiquing criteria. Students will use a variety of media and materials, 35 mm black and white film with SLR film camera, digital camera, darkroom processes and papers, computer applications and output, filters, photograms, cyanotypes, Sabatier effects, and pinhole photography. Student work will reflect craftsmanship, quality, and care of equipment. Students will use art criticism and evaluative criteria to explain and measure content and artistic growth.

## CREATIVE PHOTO 2

11-12

Creative Photo 1 / Teacher Rec.

Students will experiment with a variety of photographic media and techniques developing a focused body of work. Processes and techniques include traditional and digital cameras, pinhole, hand-tinted photographs, mixed media, cyanotypes, photo collage, cross processing, studio lighting, creative filters, infrared, night photography, macro, panoramic, portraiture, digital and darkroom output. Course will include the study of historical and contemporary/community photography as it connects to students work. Continued use of good craftsmanship, quality, and care of equipment will be observed. Students will use art criticism with evaluative criteria to explain and measure content and artistic growth in personal work.

# VISUAL ARTS

COURSE TITLE	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
<b>CREATIVE PHOTO 3 HONORS</b>	<b>11-12</b>	<b>Creative Photo 2 / Teacher Rec.</b>
Students will lead a focused investigation of photographic images and techniques including breadth, concentration of concepts and experimental processes. Students will develop images that include process, content, concept, and preparation of work for display, portfolio preparation and exhibition. Course will include the study of historical and contemporary/community photography as it connects to students work. Continued use of good craftsmanship, quality, and care of equipment will be observed. Students will use art criticism with evaluative criteria to explain and measure content and artistic growth in personal work		
<b>PRINTMAKING 1</b>	<b>10-12</b>	<b>Teacher Rec.</b>
Students experiment with the media and techniques used to create a variety of two- dimensional (2-D) artworks through the development of skills in printmaking. Media may include, but are not limited to intaglio, lithography, relief printing, and wood block printing. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands- on activities and consumption of art materials.		
<b>PRINTMAKING 2</b>	<b>10-12</b>	<b>Print 1 / Teacher Rec.</b>
Students develop and refine technical skills and create 2-D compositions with a variety of media in printmaking. Media includes intaglio, and relief printing. Student artists manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers.		
<b>PORTFOLIO DEVELOPMENT: DRAWING HONORS</b>	<b>10-12</b>	<b>Teacher Rec.</b>
Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking.		
<b>PORTFOLIO DEVELOPMENT: 2-D DESIGN HONORS</b>	<b>10-12</b>	<b>Teacher Rec.</b>
Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, drawing, printmaking, mixed media, with understanding of design principles as applied to a 2-dimensional surface emphasized. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking.		
<b>PORTFOLIO DEVELOPMENT: 3-D DESIGN HONORS</b>	<b>10-12</b>	<b>Teacher Rec.</b>
Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.		
<b>INTRO TO ART HISTORY</b>	<b>9-12</b>	<b>Paired with Art in World Cultures</b>
Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. In developing art-specific vocabulary, students explore how the structural elements of art and organizational principles of design have been used to solve artistic challenges and create meaning. Students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to time periods and geographical places.		

# VISUAL ARTS

COURSE TITLE	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
<b>ART IN WORLD CULTURES</b> Students survey selected works of art, utilitarian artworks, and architecture from around the world. Students explore both the traditional forms and contemporary interpretations, including analysis of purpose, theme, cultural and historical context, formal qualities, symbols, and media. Students explore and compare various cultural responses to universal themes, as evidenced in their art. Students also consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format.	<b>9-12</b>	<b>Paried with Intro to Art History</b>
<b>ART HISTORY &amp; CRITICISM 1</b> Students explore the role of art in history and culture through observation and analysis of significant works of art and architecture from Prehistory through the 16th century. Student historians investigate the societal context of works, considering traditional forms and conventions of representation, symbology, and the purposes for which the art was created. Student historians critique and compare works across time and cultures to develop an understanding of, and respect for, the visual arts as a chronicle of history, cultural heritage, and the human experience.	<b>10-12</b>	<b>Teacher Rec.</b>
<b>ART HISTORY &amp; CRITICISM 2</b> Students explore art and architecture as an expressive response to the artist's experience. Through research and analysis of significant works and their historical contexts students examine changes in the understanding and structures of art production throughout the world. Students examine influential factors, such as people and events, societal and political changes, technological advancements, philosophical ideas, and cross-cultural influences as a means of discovering and tracing the changing definition of art.	<b>10-12</b>	<b>Art Hist &amp; Crit. 1 / Teacher Rec.</b>
<b>AP ART HISTORY</b> This course is intended to give students an advanced understanding of the discipline of art history. Through selected readings and research activities, students will study the production of art throughout history in Western and Non-Western cultures. Special emphasis is placed on critical analysis, aesthetic evaluation and the vocabulary of art. The content is structured in accordance with the course of study outlined by the College Educational Testing Service.	<b>11-12</b>	<b>Teacher Rec.</b>
<b>AP STUDIO ART / 2-D DESIGN PORTFOLIO</b> In this course the advanced student will develop a portfolio which represents a significant depth of study and breadth of experience in two dimensional art production. The content is structured in accordance with the course of study outlined by the College Board Testing Service. Students will be expected to prepare the required works and submit the portfolio for evaluation according to an established timeline. A research component is included in this course.	<b>11-12</b>	<b>Teacher Rec.</b>
<b>AP STUDIO ART / 3-D DESIGN PORTFOLIO</b> In this course the student will develop a sculpture portfolio which reflects understanding of the elements of design using varied forms of expression. Production of original and imaginative works of art, examination of art throughout history and critical discussion of aesthetic merit and quality will be emphasized.	<b>11-12</b>	<b>Teacher Rec.</b>
<b>AP STUDIO ART / DRAWING PORTFOLIO</b> In this course the advanced student will develop a portfolio which represents a significant depth of study and breadth of experience in drawing and painting. The content is structured in accordance with the course of study outlined by the College Board Testing Service. Students will be expected to prepare the required works and submit the portfolio for evaluation according to an established timeline.	<b>11-12</b>	<b>Teacher Rec.</b>
<b>ANIMATION I</b> The purpose of this course is to introduce students to animated storytelling through the use of Toon Boom software. The principles of storytelling, as well as composition and framing will all be addressed. (Open to Cinematic Arts & Visual Arts students)	<b>10-12</b>	<b>Teacher Rec.</b>
<b>ANIMATION II</b> The purpose of this course is to further develop students' knowledge and skills to in creating animated storytelling through the use of Toon Boom software. (Open to Cinematic Arts & Visual Arts students)	<b>11-12</b>	<b>Animation I/Teacher Rec.</b>
<b>YEARBOOK (Visual Technology)</b> The purpose of this course is to enable students to gain an understanding of and critical insight into a variety of mass media. The content will focus on the production of the yearbook. Students will be selected in the spring of the previous year.	<b>11-12</b>	<b>By Application</b>

# VOCAL MUSIC

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1	Concert Chorus Concert Choir	Concert Chorus Concert Choir Concert Chorale Chorale Women	Concert Chorus Concert Choir Concert Chorale Chorale Women	Concert Chorus Concert Choir Concert Chorale Chorale Women
2	Music Theory I	Vocal Tech I / II	Music History Vocal Tech I / II AP Music Theory	Music History AP Music Theory
3	Keyboard I	Music History Show Choir Vocal Jazz (Silhouettes)	Show Choir Vocal Jazz (Silhouettes) Vocal Tech III / IV	Show Choir Vocal Jazz (Silhouettes) Vocal Tech III / IV
4	Vocal Tech I / II	Electronic Music I / II Jazz Studies Recording I / II	Electronic Music I / II Jazz Studies Recording I / II	Electronic Music I / II Jazz Studies Recording I / II

## Required Core Courses for DA Vocal Music Majors

Chorus (every year)  
Vocal Tech I  
Music Theory  
Music History  
Keyboard 1  
AP Music Theory

### Plus any 4 credits from the following courses:

Vocal Tech II, III, IV      Jazz Studies  
Electronic Music I / II      Vocal Ensemble I, II, III, IV  
Recording I / II

*In addition to these core courses, the student must successfully complete a senior recital.*

COURSE TITLE	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
<b>Concert Chorus/Concert Choir/ Chorale Women/Concert Chorale</b> The purpose of this course is to provide choral training with experiences in advanced vocal production techniques, part-singing, and performance practice of musical style periods.	<b>9-12</b>	<b>By Audition</b>
<b>Vocal Tech I / II</b> The purpose of this course is to provide basic voice instruction in a group setting. Students will cover the anatomy of the voice, vocal production, the International Phonetic Alphabet (IPA) and vocal coaching in their preparation for performance of solo songs. English, Italian, French, & German Students will also study the classification of voices and participate in a comparative analysis of singers from differing style periods and genres.	<b>10-12</b>	
<b>Vocal Tech III / IV</b> The purpose of this course is to provide advanced vocal instruction in a group setting. As a follow-up and enhancement to Vocal Tech I/II, students will be working toward preparation for college auditions and advanced vocal study. Students will review the anatomy of the voice, vocal production, the International Phonetic Alphabet (IPA) and vocal coaching in their preparation for performance of solo songs. Advanced repertoire will be utilized at this level in preparation for college auditions. [English, Italian, French, & German]	<b>10-12</b>	<b>Vocal Tech I/II</b>
<b>Show Choir (Vocal Ensemble)</b> The purpose of this course is to develop performance in small ensembles through the study of varied repertoire (show tunes, pop, and madrigals) and develop choreographic skills.	<b>10-12</b>	<b>By audition</b>
<b>Vocal Jazz (Vocal Ensemble)</b> The purpose of this course is to develop performance in small ensembles through the study of a capella singing with varied literature.	<b>10-12</b>	<b>By audition</b>

# VOCAL MUSIC

COURSE TITLE	GRADE LEVEL	PREREQUISITES SPECIAL NOTES
<b>Keyboard I</b> The purpose of this course is to provide students with introductory experiences on the keyboard in performance skills and interpretation of simple notation. REQUIRED for VOCAL MAJORS.	9-12	Non-Piano Majors
<b>Music Theory I</b> The purpose of this course is to provide students instruction in the analysis and application of musical fundamentals as practiced in the various historical periods. (Student may be exempted from class upon passing a theory proficiency test at the beginning of the semester.) REQUIRED for VOCAL MAJORS.	9-12	
<b>Music History (Music of the World)</b> The purpose of this course is to provide a stimuli to the students interested in music and help the student acquire the knowledge and skills necessary to value the role of music and its contribution to life. REQUIRED for VOCAL MAJORS.	10-12	Keyboard I & Music Theory
<b>Advanced Placement Music Theory</b> This is a college level course in which an in-depth study of music theory is conducted. A student scoring a 3 or above on the AP exam can receive college credit and/or college placement. REQUIRED for VOCAL MAJORS.	11-12	Music History
<b>Jazz Studies</b> The purpose of this course is to provide a survey of music forms originating from ethnic groups of our American cultural heritage. Students acquire the knowledge and skills necessary to value the contributions of various composers and folk musicians.	10-12	
<b>Recording I / II Teacher Rec.</b> This course concentrates in audio production techniques. It includes comprehensive coverage of microphones, audio mixers, speakers, and environmental acoustics.	10-12	
<b>Electronic Music I / II</b> The purpose of this course is to provide a knowledge of the development of electronic music and the practical use in today's music field. Topics will include the history of electronic music, analog syntheses, drum machines, and software music programs including midi.	10-12	Keyboard & Music Theory