



THE  
LEHIGH VALLEY  
**CHARTER** HIGH SCHOOL  
FOR THE **ARTS**  
**2018-19**  
**Course Catalog**

## Welcome to Charter Arts

The Lehigh Valley Charter High School for the Arts (Charter Arts) is a regional charter high school attracting students from a ten-county area in eastern Pennsylvania. Charter Arts serves over 630 students, which represents forty-seven separate Pennsylvania school districts. Students audition for acceptance into one of eight arts majors: dance, figure skating, instrumental music, literary arts, production design, theatre, visual art, and vocal music.

Charter Arts' unique arts-centered curriculum pairs pre-professional training in the artistic major with a rigorous core academic program. Students study their art discipline for half of the school day and a full academic schedule during the other half of the day. All auditions to attend Charter Arts are academically blind and students are accepted based only upon their artistic talent and potential.

What makes Charter Arts unique, and is a key component in the success of our students, is the arts emphasis within the curriculum. Charter Arts creates a culture of high achievement across all art and core disciplines. Our creative students think and learn differently. Charter Arts' students experience success in their art classes, on stage, in studios, and performing in the community, and these positive experiences help to motivate students in all of their coursework. Students are impassioned, motivated, and want to be here. They learn self-confidence, collaboration, and problem-solving and develop discipline and a focused work ethic.

Our curriculum and course offerings, which are outlined in this catalog, have been strategically designed and enhanced over the years to meet the unique needs of students coming to Charter Arts with various and diverse backgrounds and experiences. Further, this course catalog is designed to give you, the reader, a glimpse into the Charter Arts academic experience – both core and artistic.

For more detailed information about auditions and our open house events, please visit our website at [www.charterarts.org](http://www.charterarts.org) or email [admissions@charterarts.org](mailto:admissions@charterarts.org).

### Lehigh Valley Charter High School for the Arts

321 E. 3<sup>rd</sup> Street, Bethlehem, PA 18015

p.610.868.2971 f.610.868.1446

*Diane LaBelle, Executive Director and CEO*

*Dr. Carise Comstock, Principal*

*MaryJo Rosania-Harvie, Assistant Principal*

*Lauren Sheldon, Assistant Principal*

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Cover image: MaryJo Rosania-Harvie

## Mission Statement

The Lehigh Valley Charter High School for the Arts provides a unique environment that fosters a creative academic approach to learning and a development of talent in the arts. Built upon passion, discipline and a commitment to excellence, this integrated educational experience inspires all students to believe in themselves and what they can accomplish.

## Awards and Recognition

Charter Arts has always known the secret. When students love what they do and are passionately involved in artistic study, their creativity and learning skills transfer to academics. It is true. It is proven. Our successful students are happy, engaged, and ready for the future. The arts are academic!

Charter Arts' innovative curriculum has led to its continued success locally, regionally, and nationally. Locally, the recent Keystone Exams scores, released by the Pennsylvania Department of Education (PDE), ranked Charter Arts at the top of the list! Our students outperform other public and charter schools in the Lehigh Valley and state of Pennsylvania! [Check out our SPP score!](#)



**89.2 SPP**  
**2016 - 2017**

School Performance Profile (SPP) is the state's way to measure standardized tests scores such as the Keystone, Advanced Placement Exams and SAT participation. This report card also measures graduation rate and PVAAS (student growth) scores.



At the regional level, Charter Arts earned, for the second year in a row, the distinction of Title I Reward School: High Achievement. This means that Charter Arts ranks in the top 5% of Title I schools in Pennsylvania based on students' achievement and overall student growth. All students are learning!

Nationally, Charter Arts is considered one of the most respected high schools for the arts, and our graduates are being recruited by top colleges, universities, and arts conservatories. Additionally, our alumni are finding jobs in the field and

continue to keep us up-to-date on their successes! Check our website for more information!



The 2017 graduating class of  
116 seniors earned over  
**\$4 million in**  
*scholarships & grants*  
for post-secondary education.



Artistically, Charter Arts' students receive hundreds of individual and collaborative accolades and awards ranging from individual acting or creative writing awards to earning collaborative distinctions such as being named a Grammy Signature School Semi-finalist.

Ultimately, Charter Arts' influence on the field of education recently caught the attention of the National Alliance for Public Charter Schools, which profiled the school for its innovative curriculum and student success. For a more robust and up-to-date list of our students' artistic and academic accolades and achievements, visit our school website: [www.charterarts.org](http://www.charterarts.org)

## Graduation Requirements

The following are graduation credit requirements for a student who attends Charter Arts for four years. Transfer students' graduation requirements for artistic credits and community service/internship hours will be adjusted based on years of attendance and transcript review.

English	4 credits
History	4 credits
Mathematics	3 credits
Science	3 credits
World Language	2 credits
Artistic Major	16 credits ( <i>4 credits/year</i> )
Community Service/ Internship Hours	Pass/Fail
Artistic Graduation Capstone	Pass/Fail
Seminar Series	<i>4 credits (Effective starting with the Class of 2021)</i>
Electives	<i>2 credits (Effective starting with the Class of 2021)</i>
Keystone Exams*	Proficient or Advanced

## Internship/Community Service Hours

All Charter Arts students are required to provide documentation of their internship/community service hours. Hours are prorated based on years of attendance at Charter Arts:

- 1 Year of attendance = 15 Hours
- 2 Years = 30 hours
- 3 Years = 45 Hours
- 4 Years = 60 Hours

Graded performances cannot be applied towards internship/community service hours. Hours completed must be voluntary in nature. Hours for which a student is paid for their time are prohibited. Parent(s)/guardians(s) are not authorized supervisors; validation of such hours is viewed as a conflict of interest.

Internship/community service forms are available in the Main Office, Guidance Office, and online. Logs are to be submitted to the Guidance Office and may be

submitted at any point up until the end of the third marking period of senior year. Volunteer efforts in the summer before ninth grade can be applied to the student's hourly requirement.

## Graduation Project

The graduation project is the capstone of a student's artistic experience at Charter Arts, and students must complete and pass the project to be eligible to graduate. This project provides an opportunity for students to reflect upon, utilize, and apply the knowledge gained from their artistic and core curriculum while enrolled at Charter Arts, and projects will be supported within each artistic department and curriculum.

## Keystone Exams

The Keystone Exams\* in Literature, Algebra I, and Biology are designed and required by the Pennsylvania Department of Education (PDE) as a result of federal accountability purposes for statewide and federal reporting. **Additionally, PDE mandates that students earn a score of proficient or advanced on these exams in order to graduate high school.** Please be aware that all public and charter schools in the state must comply with these regulations from PDE.

For more information regarding the Keystone Exams and up-to-date state and local school testing policies and procedures, please access the documents posted to our school website.

*\*The Keystone Exams and Project Based Assessments (PBAs) are currently being reviewed at the state level. Therefore, Charter Arts policies are subject to change and will continue to be aligned to state requirements. Any changes to state and school testing policies and procedures will be posted to our school website.*

## Course Scheduling Process

Prospective students preliminarily select their courses during the academic review process. The academic review has no bearing on acceptance and is only used to identify student rigor placement and interest in coursework so that, if accepted, the student can be scheduled accordingly. Incoming students will be required to take placement exams, as necessary, which will be used to help determine student placement.

Annually in the spring, the school counselors of the guidance department orient current students to the course selection process to outline graduation requirements, proper course sequencing, appropriate course rigor placement, the AP qualification process, elective offerings, schedule change procedures, etc.

Counselors meet with individual students to discuss scheduling questions or concerns by appointment as requested.

To facilitate course selection, the student completes a grade appropriate scheduling contract form. **The scheduling contract is considered a binding agreement upon which a student's schedule will be constructed and requires a signature of the student and parent/guardian. Our entire school schedule is developed based on these contracts so students need to carefully and strategically select their course load for the upcoming year.**

**Charter Arts reserves the right in the scheduling process to close course sections once enrolled at max capacity. Further, if a course is under-enrolled (four students or fewer), the course will be cancelled unless it is a graduation requirement.** If applicable, the guidance department will maintain a waitlist for a closed section (enrollment from the waitlist into a closed section is subject to availability).

**Charter Arts may utilize a lottery system to enroll students into courses of high demand, especially where enrollment is limited due to restricted class size or available sections. Course requests on a scheduling form serve as requests only and are not a guarantee of course enrollment due to staffing and enrollment limitations.**

As appropriate, certain courses require prerequisites (i.e. Algebra 1 is a prerequisite course to Algebra 2 CP or Algebra 2 Honors). Students are expected to refer to the course descriptions contained within the Charter Arts Course Catalog for prerequisite course information.

The guidance department will mail home course verification over the summer to assist students in completing summer assignments as required. If necessary, the guidance department will contact students over the summer to discuss scheduling conflicts.

## **Schedule Changes**

The school counselors of the guidance department will process schedule changes over the summer and at the beginning of each school year to correct errors, conflicts, omissions, and/or additions to a student's schedule.

Course changes will only be considered after a Petition for Schedule Revision form has been completed and has been signed by the student, parent/guardian, and

teacher(s). These forms are available in hard copy in the guidance department and must be submitted to the student's grade-level assistant principal

**Submission of a petition for schedule revision form does not guarantee a schedule change. When a change has been approved and confirmed, the student will receive a new schedule from his/her school counselor. Until the new schedule is issued, the student is required to follow his/her original schedule for safety, accountability, and attendance purposes.**

Changes to schedules will be processed as follows:

- Students interested in changing their schedule must meet with their school counselor and complete a Petition for Schedule Revision form over the summer or within the first five days of the school year.
- All Petition for Schedule Revision forms must be submitted to and approved by the grade-level assistant principal.
- Course changes submitted over the summer or within the first five school days of the school year will not impact a student's transcript as long as they are approved and meet the following requirements:
  - Once a section is at max capacity, the section is closed and cannot accept new enrollment.
  - Students attempting to enroll in a closed course/section will be waitlisted during the five day add/drop period. School counselors will notify students if they are taken off of the waitlist and enrolled in the requested course and will provide that student with a new schedule.
- Any schedule changes that are initiated on or after the 6<sup>th</sup> school day will be recorded on the student's official transcript with a "WP" (withdrawal passing) or "WF" (withdrawal failing).
- Schedule changes will not be approved after the third quarter.
- **Due to the requirements listed above, including but not limited to, scheduling constraints, conflicts, and/or graduation requirements, not all petitions for changes will be approved.**

## Courses Not Taken at Charter Arts

Students may take courses at colleges and universities other than Charter Arts for enrichment purposes only. Since these courses may be taken for different reasons and for particular situations, the following policy affects their particular situations:

- **Concurrent Enrollment:** Students may take courses at colleges and universities for enrichment purposes only, and the courses will not be reflected on the Charter Arts transcript. Courses taken must not interfere with the student's Charter Arts schedule and must be taken after 3:00pm.

- **Dual Enrollment:** Charter Arts does not offer any dual enrollment courses.
- **Credit Recovery:** Students who fail core and/or artistic coursework must participate in credit recovery. Please reference the credit recovery section below.

## Credit Recovery/Retention

The failing grade received during the school year will permanently appear on all cumulative records, including report cards and/or official transcripts. The grade received through summer credit recovery will be reflected as a “P” (pass) on all cumulative records and transcripts. It is the responsibility of the student/family to pay for summer credit recovery. **Until payment is made in full, the student cannot receive or earn credit for the course.** This credit will not be applied to a school transcript until full payment for credit is received. Depending on the number of credits failed, the student may need to repeat coursework and may be ineligible to matriculate to the next grade level. Student credit recovery and retention will be discussed on a case by case basis. Until all graduation requirements have been met and applied to the transcript, the student will not graduate.

### Core Credit Failures:

Core courses failed must be retaken, if required for graduation, in the home school district or by an approved independent correspondence/online course. Approval must be granted in writing by administration prior to registration. Any credit given for successful completion of the course will not exceed the credit amount of the course failed.

### Artistic Failures:

Artistic Directors will be responsible for coordinating summer artistic credit recovery as artistic courses cannot be recovered in the home school district or online through a third-party vendor. **Fees for artistic credit recovery must be paid up-front to Charter Arts, in full, prior to the credit recovery unless other arrangements have been made with the grade-level assistant principal and the business office.** To be clear, summer instruction will not begin until payment has been made in full. **If the student is on a payment plan and does not make all payments as scheduled, credit be withheld until the course is paid in full. To that end, the unpaid amount will be considered a fine, and the student will not be able to earn credit for the course or have it added to his/her transcript until the bill is paid in full.**

Failure of a full year artistic course requires a minimum of 20 instructional hours at a rate of totalling \$880. Failure of a semester/half year artistic course requires a minimum of 10 instructional hours at \$440.

The student must attend all classes during summer credit recovery. If the student does not meet the requirements set forth by the artistic department, credit for the summer recovery classes will be denied by school administration, and the student will need to repeat coursework. All credit recovery fees are non-refundable. If a student fails to meet credit recovery requirements, all fees paid will be forfeited.

Payment must be made in full by the start of all credit recovery by cash, check, or money order payable to Charter Arts. **If a payment plan is needed, the request must be submitted in writing to the principal for approval, and a 25% deposit must be given at the time of registration.** All dates and times must be coordinated with the teacher providing the credit recovery at a time that is mutually agreeable. All summer credit recovery must be completed no later than August 1st.

## Academic Rigor

Charter Arts offers core courses at the College Preparatory (CP), Honors (H), and Advanced Placement (AP) levels. Our course catalog consists of courses ranging from traditional core courses to pre-professional courses in the arts and is organized alphabetically by department.

Our CP courses are aimed at students who wish to leave our high school with the ability to enroll in any college or university of their choice. We provide a diverse curriculum and the opportunity to develop their critical thinking and problem solving skills. Honors courses cover the same curriculum as CP courses but are tailored for high-achieving students, often covering more advanced topics or topics in more depth ([www.collegeboard.com](http://www.collegeboard.com)).

AP courses cover content aligned with the standards and expectations of higher education and research institutions and provide students with the opportunity to learn at the college level while still in high school ([www.collegeboard.com](http://www.collegeboard.com)).

At Charter Arts, students must be approved by the AP Committee to enroll in an AP course. Students are required to sit for the AP exam at the completion of the course. The fees for these exams will be paid by the student prior to sitting for the exam unless other arrangements have been made.

AP course enrollment at Charter Arts is subject to the approval of the AP Committee. The AP Committee reviews a student's academic performance, teacher recommendations, standardized test scores, AP Potential (as available from the College Board), as well as the student's submission of applicable course enrollment

application materials (i.e. essay responses, statement of interest, placement exam, etc.). Students approved to enroll in AP courses at Charter Arts are notified by mail. If a student has any questions about this process and the outcome, they may discuss the course recommendation with their school counselor.

Although Charter Arts offers a variety of AP courses, we do not recommend that a student take more than three AP courses during a school year. These courses are very rigorous and require dedicated time outside of school for independent reading, research, practice, and writing.

Our course catalog will help students navigate department course offerings. Student course rigor placements are determined by looking at previous courses taken, grades earned, teacher recommendation, and/or a subject area placement test. To move from a CP course to an Honors course the following year, a student must earn a 90% or higher in the CP course and have a teacher recommendation. Prerequisites are often required before a student can enroll in an AP course. See course descriptions for more information about prerequisites.

## Performance Statement

Charter Arts students are expected to perform every day. Performance is an integral part of our students' class work. Whenever students practice their craft, they are performing. Performance enables students to display what they have learned and to be critiqued by teachers and peers in order to grow as both students and artists. Motivated and dedicated students may be offered additional opportunities for performances and exhibitions outside of the classroom.

## Grading

A grading system is a communication tool. Teachers use grades to inform students and their parent/guardian(s) about progress in each course. Charter Arts teachers use an electronic gradebook called PowerTeacher, which is supported by our student information system, PowerSchool. Students and parents are encouraged to access the public portal of PowerSchool regularly to keep track of student progress (<https://powerschool.charterarts.org/public>).

Charter Arts teachers use a variety of assessment methods to allow students to demonstrate their learning and progress. Report cards are issued four times per year, and all departments use numeric grades to indicate achievement. The percentage ranges and GPA equivalents are indicated below. Instructors use the actual numerical percentage earned in each course as the grade for each course. A

numerical grade of 65% or higher is considered a passing grade. Report cards are mailed home to parents.

All courses, including those in the artistic areas, are graded with a numerical grading system. Charter Arts uses a non-weighted system to calculate the grade point average value. Charter Arts calculates GPA for each student using the scale below. Therefore, the official transcript communicates the cumulative rigor of a student's high school coursework.

High honor roll and honor roll will be determined at the end of each marking period.

- High honor roll = 90% or better in all classes
- Honor roll = 80% or better in all classes

We will **not** provide or calculate class rank. The basis of college acceptance will continue to focus on grades, courses taken, college entrance exams, and the student portfolio of achievement/performance in all areas.

#### **GRADING SCALE**

100-97 (A+)	4.0-3.85	79-77 (C+)	2.4-2.2
96-93 (A)	3.8-3.65	76-73 (C)	2.1-1.8
92-90 (A-)	3.6-3.5	72-70 (C-)	1.7-1.5
89-87 (B+)	3.4-3.2	69-65 (D)	1.4-1.0
86-83 (B)	3.1-2.8	64-45 (F)	0
82-80 (B-)	2.7-2.5		

***Charter Arts does not provide class rank. GPAs are not weighted and are based on a 4.00 scale. Pass/withdrawn grades are not factored into a students' GPAs.***

**Note: Not all courses are offered annually. Courses may be be updated as necessary with the approval of the School Board.**

WHERE DO  
CHARTER ARTS GRADUATES  
CONTINUE THEIR EDUCATION?

Bennington College (VT)  
Berklee College of Music (MA)  
Boston Conservatory (MA)  
California Institute of the Arts (CA)  
Boston University (MA)  
Carnegie Mellon University (PA)  
Cornell University (NY)  
Drexel University (PA)  
Emerson College (MA)  
Fordham University (NY)  
Johns Hopkins University (MD)  
Lafayette College (PA)  
Lehigh University (PA)  
Montclair State University (NJ)  
New York University (NY)  
Northwestern University (IL)  
Oberlin Conservatory of Music (OH)  
Ohio State University (OH)  
Penn State University (PA)  
Point Park University (PA)  
Rutgers University (NJ)  
Sarah Lawrence College (NY)  
Syracuse University (NY)  
Temple University (PA)  
Towson University (MD)  
University of California (CA)  
University of Maryland (MD)  
University of Michigan (MI)  
University of the Arts (PA)  
West Chester University (PA)

*\*For a complete list, visit our website:  
[www.charterarts.org](http://www.charterarts.org)*

# Artistic Departments

## DANCE

Charter Arts dance curriculum is designed to educate and accommodate students of all levels, whether it is in the basic elements of training or at the pre-professional level. Students will learn self-discipline, physical control, class etiquette, properly executed alignment, and technique through rigorous daily classes. In addition, students will be able to identify, write, perform, and understand dance vocabulary. As students' dance abilities mature, they will demonstrate increased individual artistic expression through musicality and quality of movement. Focus will be on the refinement and mastery of classical and contemporary techniques. Dance majors gain valuable knowledge and experience from not only the professional teaching artists on The Charter Arts dance faculty, but from numerous dance artists who are part of our yearly master class series.

The Dance department presents three dance performances each year and participates in various community based events that range from work with professional dance companies to art installations. All dance majors are required to participate in *Quilt*, as it directly relates to the Dance Repertory course which is a graduation requirement. If dance majors would like to participate in one or both of our other department's performances, *Dance Soup and/or YCC*, enrollment in the year-long elective associated with each performance is required. For more information, please refer to the course description of this class listed in the elective section of this course catalog.

### Course Sequencing

Grade 9	Ballet Technique 1, 2, or 3 (by placement) Modern Technique Freshman Seminar Improvisation 9 Early Dance History Dance Repertory
Grade 10	Ballet Technique 1, 2, or 3 (by placement) Modern Technique Improvisation 10 Modern Dance History Dance Repertory Basic Pointe, Int./Adv. Pointe, or Conditioning

Grade 11	Ballet Technique 2, 3, or 4 (by placement) Modern Technique Composition Ballet History Dance Repertory Basic Pointe, Int./Adv. Pointe, Jazz, or Conditioning
Grade 12	Ballet Technique 2, 3, or 4 (by placement) Modern Technique Young Choreographers' Craft <i>OR</i> Composition Senior Seminar Dance Repertory Basic Pointe, Int./Adv. Pointe, Jazz, or Conditioning

## Course Descriptions

### Ballet Technique

The study of ballet technique has been passed on from one generation to the next based on tradition. It is a process centered practice that is built on sequential, repetitive and rigorous class exercises designed to mold and shape a dancer's musculoskeletal system to perform the required movements. With each practice comes muscle memory, increased strength and flexibility, a better understanding of technique, and an improved dance vocabulary. Charter Arts ballet curriculum carefully crafts the individual mindset of a dancer encompassing characteristics such as personal responsibility, discipline, etiquette, observational skills, self-awareness, and attention to detail.

Our ballet course work is leveled and progresses from novice to advanced. As students are promoted from one level to another, they are expected to demonstrate stronger physicality, deeper understanding and more refined execution of alignment, placement, movement integration, musicality, strength, stability, coordination, balance, and a heightened kinesthetic awareness while exploring and experimenting with personal style.

The same class structure is utilized for all levels while supporting the achievement of all students, despite individual differences in learning rates and/or prior knowledge and skills. A dancer may remain in the same level for more than one year.

### Class Levels for 9<sup>th</sup> and 10<sup>th</sup> Grades:

- Ballet 1
- Ballet 2
- Ballet 3

## Class Levels for 11<sup>th</sup> and 12<sup>th</sup> Grades:

Ballet 2

Ballet 3

Ballet 4

### Ballet History

Ballet History will cover the historical evolution of ballet from the 15<sup>th</sup> century through the early 20<sup>th</sup> century, including studying specific dancers, choreographers, and producers who attracted interest or caused great change. A focus is to understand why certain movements in art occur at particular times in history and how art often is a reaction to its time of creation. This class is also a practice in viewing, understanding, and responding to dance performance. It consists of readings, videos, lectures, discussions, and group movement explorations.

### Basic Pointe

This course is designed for the student who wants to begin pointe work, has had very little experience with it, or wants to develop strength and better alignment for improved pointe performance. Students will work from the premise that pointe work is an extension and continuation of classical ballet training. Specific exercises will be taught to further develop strength in the core, legs, ankles, and feet. The nuances of alignment, épaulement, port de bras, and footwork, which create the image of the pointe shoe being an integral part of the leg and foot, will be explored.

### Conditioning

This course provides the dancer with additional work in the areas of flexibility, strength, and stamina. Because a dancer's body is a finely tuned instrument, effort is made to work with imbalances and weaknesses that surface during daily work. Aerobics, Pilates, and weight training will all be incorporated into a program that will take into consideration the distinct, individual needs of the student. Injury prevention is a key focus of conditioning.

### Dance Composition 11

In the junior year, students are encouraged to expand their movement vocabulary through various class improvisation assignments. Rhythmical awareness and visual sensitivity will be tested with assorted sound and visual stimuli. This course explores basic factors that influence movement: focus, level, direction, dynamics, dimension, and contour. An awareness of qualities of movement (percussive, sustained, suspended, swinging, vibratory) and danced styles are emphasized. Students are introduced to elementary music theory for dancers, involving counting, rhythmic phrase writing and execution. Students are expected to participate and perform in-group composition assignments.

## Dance Composition 12

Senior dance students explore a number of valuable tools that function in the task of converting ideas and movement into complete cohesive dances. These include how movement for dance is conceived, appropriate themes for a dance, how to consider the space in which a dance will be performed, how movement can emotionally and, in turn, physically support a theme, and the many ways a movement concept can be manipulated to be most pleasing to an audience. Also, students have the opportunity to engage with one another through verbal critical response as they begin to hone their analytic skills and critical eyes and experience. Receiving and accepting critique from their peers and teachers will be valuable as students research, conceptualize, and create a performance piece of their own. The application of learned techniques will take place in the Creative Process for the Dancer elective.

## Early Dance History

Early Dance History is an introductory course to the history of dance that will prepare students for further studies in dance history over the next four years at Charter Arts. Students will explore how to capture dance from the past by looking at various dancers, dance works, and dance literature in the context of history, culture, and social customs. A primary objective of this course is to develop skills for examining the interaction between dance in history, culture and society, as well as broaden the student's understanding of their connections.

## Freshman Dance Seminar

The Freshman Dance Seminar course is required for all freshman dancers and designed to build our new students' confidence and provide them with the best tools for succeeding in the Charter Arts Dance Department, as well as anywhere that they choose to dance in the future. Students will learn the unspoken rules and traditions of the dance world and proper etiquette for class, rehearsal and performance. Classes will involve lecture, discussion and movement.

## Improvisation 9 and 10

Improvisation serves a twofold purpose. The dancer is given an opportunity to discover his or her creative and physical potential, leading to a fuller experience in technique class while preparing for the study of Composition in the junior and senior years. Through structured exercises involving exploration, experimentation and risk-taking, students are encouraged to add to their movement vocabulary.

### **Intermediate/Advanced Pointe**

Pointe, although utilizing the same vocabulary and concepts as technique class, is a technique in its own right. At this level, the students will continue to focus on increasing strength, control, refinement, improving quality of movement as well as musical and artistic expression. An advanced pointe student should be able to complete all elements of a ballet technique class on pointe, as if in flat shoes; this includes barre work, adagio, pirouettes, petite and grand allegro. Classical variations will be taught and the students will work to achieve strong technique and artistry within the movement.

### **Jazz Technique**

This course provides a basic understanding of contemporary and classical jazz techniques. Students will develop a variety of dance skills, both technical and rhythmical and will become acquainted with outstanding personalities in the field of jazz dance.

### **Mens Dance Technique**

This class will provide instruction in areas of technique specifically associated with the male dancer and will include upper body and aerobic conditioning. Partnering techniques are included. This course is open to any identifying male within the dance department.

### **Modern Dance History**

The ultimate purpose of studying dance history at Charter Arts is to give context to a student's physical dance experience; to bring to light that each student has a connection to that history. Through the use of text, videos, creative projects, lectures, and research, students will be introduced to the pioneers of modern dance and those who inspired or supported their visions. Emphasis will be placed on world events taking place during the turn of the 20<sup>th</sup> century, including those taking place in dance, music, art, and theatre.

### **Modern Dance Technique**

The study of modern technique at Charter Arts encompasses both classical and contemporary styles as students explore their personal movement potential and self-expression. It is a repetitive structured practice in which emphasis is placed on physiologically sound movement progressions, energy contrasts, correct alignment, coordination, flexibility, strength and endurance. These will be introduced and developed through a series of movement exercises and explorations. Charter Arts modern curriculum carefully crafts the individual mindset of a dancer encompassing characteristics such as personal responsibility, discipline, etiquette, observational skills, self-awareness and attention to detail.

Our modern course work is taught from an eclectic approach through providing students with the opportunity to study under a different faculty member each year. Students begin their experience by exploring fundamental elements of modern dance with a goal to progress into versatile, athletic, intuitive modern dancers with compelling performance capabilities.

All modern classes require each student to be open-minded, willing to take risks and ready to explore their individual movement capabilities. While each teacher has an individual structure to their class, a similar learning environment is emphasized to support the achievement of all students, despite individual differences in learning rates and/or prior knowledge and skills.

### Dance Repertory

Working with faculty choreographers, students will be educated and involved, casting through performance, in the creative process of making a dance and producing a dance concert. Work created during this class will be performed in the annual Spring *Quilt* concert.

### Senior Seminar for Dance

This course is specifically designed for Charter Art's senior dance majors. Students are involved in activities which expand their understanding of career options in the field of dance. During the first semester, students create a solo and personal portfolio which they can use in the college application process.

# FIGURE SKATING

The Charter Arts Figure Skating Department encourages the personal development of aspiring figure skaters with a curriculum focused on professional instruction and unique performing opportunities. This rigorous program enhances the skater’s ability to develop personally, academically, and artistically. Throughout the four years, students will thrive in performance and technique classes, dance instruction, and specialized curriculum for skaters. Students will have opportunities to perform in exhibitions and shows, attend performances, get rare behind-the-scenes looks into the world of skating, and receive master instruction by coaches and elite-level skaters. Skaters of varying levels will learn to work both collaboratively and independently to achieve academic goals and work toward a successful future.

## Course Sequencing

Grade 9	Performance On-Ice Technique On-Ice Dance Skate Well: Conditioning and Injury Prevention
Grade 10	Performance On-Ice Technique On-Ice Dance Nutrition History of Figure Skating
Grade 11	Performance On-Ice Technique On-Ice Dance Musicality and Movement Junior Seminar: Marketing and Communications
Grade 12	Performance On-Ice Technique On-Ice Dance Event Design and Show Production Senior Seminar: Beyond School and Skating

## Course Descriptions

### Dance 9-12

Students in this course will focus on proper body alignment, ballet and modern technique. The emphasis will be on helping students develop strength, flexibility, and consistent body control. Awareness of space, musicality, and rhythm will be introduced. Students will work towards mastery of their technique in dance, ultimately helping them to achieve enhanced on-ice performance.

## Event Design and Show Production

### *Semester*

Students will engage in the development of the theme and artistic look of an ice show. They will collaborate to develop the show's title, poster design, set designs, lighting design, costume design, and ultimately the choreography and visual production value of the event. Students will gain real-life experience by applying these plans to development of an actual skating show.

## History of Figure Skating

### *Semester*

Students will study the progression of skating, from transportation, to recreation, to sport, to art and entertainment. The influence of skating's most prominent stars of the 1920s, 30s, 40s, decade by decade to the present, will be covered, including luminaries such as Sonja Henie, Dick Button, the 1961 US World Team plane crash, Peggy Fleming, Dorothy Hamill, the Protopopovs, Torvil & Dean, the Kerrigan/Harding incident, Kristi Yamaguchi, Rudy Galindo, Michelle Kwan, Johnny Weir and more. Aside from covering the people, politics and personalities of skating through the decades, students will study skating's rule changes and judging controversies. In addition to content from the text, students will research and write biographies of different skaters each quarter, and will ultimately work with youth literacy programs to publish e-book biographies and a children's book about skating.

## Junior Seminar: Marketing and Communications

### *Semester*

Focused on marketing, promotion, and publicity for events and ice shows, students will learn how to captivate the interest of the public and how to create buzz around a show. They will consider the mix of talent in a show that will attract both skating fans and the general public and learn how to market the event. This course covers how skaters communicate casually and professionally. The students will create various mock scenarios, discuss, and evaluate the best way to face communication challenges. They will produce press releases, conduct press conferences, write opinion pieces about skating events, and handle skating commentary for a mock event. Then students will apply their learning to work collaboratively, planning a promotional program that includes the spring show's website, press releases, social media campaign, cross promotions with various other artistic departments, and/or businesses.

## Music, Musicality, and Movement

### *Semester*

From classical to rock, country to rap---music affects people on an emotional level. A 'whole skater' goes beyond jumping and spinning and has a sense of musicality, timing their movement perfectly to nuances in the music. This course teaches students how music can enhance their skating. This course will be part music appreciation, part digital editing of music, part choreography, and part dance. Students will learn to select music to set a mood, how to digitally edit the music and how to take the music through choreography to actual movement on the floor and ice.

## Nutrition

### Semester

Students will learn what foods are needed for healthy lifestyles and peak performance. Students will attain an understanding of the concept of "calories consumed and calories burned," by tracking their own nutritional intake and their physical activity in skating and off-ice training. They will learn to read food labels to determine what is organic, what is healthy, what is nutritionally valuable, or what is lacking. They will journal their food intake and gain an understanding of how their plate is comprised of a balance of proteins, fats, carbohydrates (complex and simple). They will learn about vitamins, micronutrients, and phytochemicals in foods, plus the value of fiber and how sugars, additives and preservatives can affect their diet. Students will learn about Recommended Daily Allowances (RDAs) and Food Pyramids.

## Performance On-Ice 9-12

Performance is structured as a choreography and style course, emphasizing the skaters' awareness of: strong body lines, edge quality, arm positions, movements, emotion, and facial expression. During the first part of the year, the class uses as its foundation the US Figure Skating *Artistry in Motion* program. Keeping in mind individual abilities and personalities, the course requires the skaters, to choreograph and present their own pieces, first for in-class performance, and subsequently for public performance. As students' progress from Performance 9 through 12, their ability to work collaboratively will grow, as responsibility for creating ensemble works increases year to year. First-year students will choreograph their own program. Second-year students will choreograph their own program, plus a Theatre on Ice (TOI) ensemble piece for freshmen and sophomores. Third-year students will choreograph their own program, plus choreograph a Theatre on Ice (TOI) ensemble piece for juniors and seniors. Fourth-year students will choreograph their own solo plus some full ensemble routines. Ice-time is allotted for group class and individual practice/study.

### Skate Well: Conditioning and Injury Prevention

This course enables students to understand the relationship between physical activity, proper nutrition, and performance, while helping them avoid prevalent injuries among athletes, in particular, figure skaters. Students will study injury prevention techniques including, adequate sleep, proper hydration and nutritional/vitamin, as well as fitness, strength and flexibility. Conditioning sessions will include: stretching, yoga, plyometrics, weight training, and aerobic conditioning. Students will study basic anatomy, muscle, nervous, skeletal, circulation and respiratory systems, and learn about the various types of injuries skaters are most likely to encounter. As part of the course, students will make class presentations and conduct demonstrations on injury recovery topics. Students will interview athletes who have dealt with these injuries and contribute to a student-created injury prevention and nutritional website: [www.skatewell.org](http://www.skatewell.org).

### Senior Seminar: Beyond School and Figure Skating

#### *Semester*

The Senior Seminar is focused on exploring, planning and preparing for life after high school and how figure skating can enrich a student's life. This course will emphasize exploring college skating opportunities and/or career options as a performer. Students will feel empowered in starting a skating club if their college or community has none, how to go about becoming a skating instructor or coach, understanding coaching standards and professional development, how to prepare a resume and audition reel for show skating. They will experience the interview processes, and learn how professionalism is key to their success. Beyond skating, students will consider related job opportunities that exist in the world of choreography, set design, costuming, lighting design, staging, and television production.

### Technique On-Ice 9-12

Students will learn the basics of edge control through the study of Figures (foundation exercises stressing balance and control), Moves in the Field (level-based exercises stressing individual turns and edges) and Edge Class exercises (stressing synchronicity in movement as a group). Students will engage in daily warm-up exercises to build speed and endurance. Students will gradually attain the technical ability to perform intricate footwork patterns as a group for performances later in the year. At every level, 9-12, students will set personal goals for technical improvement of their jumps, spins, and moves, within their level of capability and skill. Units will focus on the on appropriate technique to increase flow, control, and execution of these technical components, alternating with units on applying those techniques and goals to rehearsals and performances for upcoming shows. Throughout the year, students will be assessed based on US Figure Skating's

standard Moves and Freeskating Tests, encouraging the skaters to advance in their levels of ability. Grades for students will focus on engaged participation, preparedness, journaling and continued effort toward reaching goals and mastery of at least one student-set goal for the categories of jumps, spins, footwork or moves, and finally their work during dress rehearsals and performances throughout the year. Ice-time is allotted for group class and individual practice/study.

## LITERARY ARTS

Literary Arts majors at Charter Arts explore the relationship between literature, reading, writing, and performance of the spoken word while honing their craft and producing works in various mediums. The Literary Arts program is a perfect fit for students who would like to strive for future careers as poets, novelists, and playwrights. Students will analyze and write critically and creatively, experimenting with their own creative voices in the construction, production, and performance of original works. This intensive program provides students with a rigorous curriculum rooted in the creative process while reinforcing that reading, writing, and the spoken word are integral parts of the history and development of society.

### Course Sequencing

*Due to the fact that this major will be rolled out one year at a time, courses and electives will be developed annually to meet the needs and interests of students in the major.*

Grade 9	Character Development Introduction to Literary Genres Introduction to the Spoken Word Introduction to Film Studies Independent Writing
Grade 10	Exploration of the Romantic Style Responsibility of the Write in Society: The Politics of the Written Word Communications and Media Studies Writing Workshop 10 Independent Writing
Grade 11	Exploration of Modernism and Postmodernism Children’s Literature Introduction to Screenwriting Writing Workshop 11 Independent Writing
Grade 12	Senior Seminar Advanced Film Theory and Practice Independent Writing Young Adult and Contemporary Literature Literary Arts Publications

### Course Descriptions

#### Advanced Film Theory and Practice

This rigorous, interdisciplinary Senior course will delve deeper into critical film studies, explore various genres, analyze the work of specific directors, and will encourage students to expand on their understanding of how films function as a

distinctive mode of transmitting cultural values and practices. This course seeks to develop each student's emerging skills in perception, comprehension, and interpretation in an effort to strengthen audio-visual literacy.

### Character Development

Students will study the elements that make up a character's identity in various genres and will create, define, and develop their own characters, which may serve as the basis for their own writing for the duration of this program.

### Children's Literature

This course will focus on reading, analyzing, and writing children's books as well as exploring the history, traditions, and purposes of children's literature. In this course, students will be answering a few fundamental questions: What is childhood, and how does children's literature and society work to construct our views of childhood? What purposes does children's literature serve? How do children and adults experience children's literature together, and how do their different perspectives influence each other? How do you "analyze" a children's book? The aim of this course is not to "ruin" the student's childhood by dissecting beloved classics, but rather to help the student gain a deeper understanding of the evolving role that children's literature has played in the experience of childhood and to allow students to add their voices and stories to this rich body of literature.

### Exploration of the Romantic Style

Students will study the Romantic Era of literature in detail, focusing on the historical, political, and philosophical phenomena that influenced and informed the writing of the time. Students will write in various genres as they focus specifically on the Romantic ideals/themes/philosophies that they have learned and discussed.

### Exploration of Modernism and Postmodernism

Students will begin by studying the Victorian era of literature in detail, focusing on the historical, political, and philosophical phenomena that influenced and informed the writing of the time and how this period acted as a reaction to Romanticism and a precursor to literary Modernism. Students will then engage with the Modernist era and see how it created the foreground for the Postmodernist movement. Finally, students will sample Postmodernist literature and explore the movement's varied philosophical ideas. Students will write in various genres as they focus specifically on the ideals/themes/philosophies that they have learned and discussed.

### Introduction to Film Studies

This Freshman course engages students in exploring stylistic elements of cinema as a mass medium and an art form. The course analyzes visual language, film style, and makes connections between textual and visual rhetoric. Students will analyze and discuss the ways that film influences and reflects popular culture and attitudes. Emphasis is on film analysis, film in relation to the other arts and mass media, and understanding the ways that films function expressively.

### Independent Writing

This course is taken as a supplement to the other writing-intensive courses that the student takes annually. This course guarantees that Literary Arts students have a block of flexible time each day to work on their writing assignments from their various courses and receive one-to-one support from Literary Arts faculty.

### Introduction to Literary Genres

Students will learn the characteristics of various literary genres (fiction, non-fiction, poetry, drama, etc.) and disciplines of writing through the study of time-tested works of literature. Students will have the opportunity to develop their unique voices through writing in these various genres in conjunction with critiquing others' work and revising their own.

### Introduction to the Spoken Word

Speaking is one of the most integral parts of any profession, and this course centers on the importance of effective speaking. Students will be introduced to various modes of speaking, which include but are not limited to poetic, informational, persuasive, extemporaneous, etc. Students will be required to speak in front of their peers, and this will enhance their confidence in publicly stating and defending their purpose and arguments.

### Communications and Media Studies

Writing for print and online consumption is the major objective of this course. Students will be required to report on hard news events, write op-ed articles, and write reviews and/or critiques of local and school events and performances. Further, the course will delve into the study of ethics as it relates to journalism and media. Students will explore the various ways that individuals are conditioned to receive and interpret information.

### Introduction to Screenwriting

This writing-intensive Junior course introduces students to the foundational aspects of Screenwriting, with an emphasis on the fundamentals of visual storytelling and dramatic form. Approaching screenwriting both creatively and critically, students will study the techniques that authors, screenwriters, and directors utilize to tell stories in their chosen medium.

### **Responsibility of the Writer in Society: The Politics of the Written Word**

At the core of this course lies the basic question: what does the writer owe the world in terms of enlightening society? Students will first examine the philosophical roots of this question which centers on two main schools of thought. The first is that the writer's only obligation is to him/herself and the art that they create. The second is that the writer must use his/her work to shape society for the better. Students will examine social and cultural aspects that are a part of the works of various authors, especially those of minority groups and the non-Western world. Throughout the course, students will create original works in various genres that seek to further the causes that they are passionate about.

### **Senior Seminar**

This course is the culminating experience for senior Literary Arts students. In this course, students will work on one final writing project for the duration of the school year. Students will research, draft, revise, with the ultimate goal of publishing this work. The project should be a reflection of the student's growth in the Literary Arts Department. The final product will be showcased at the Literary Arts Senior Night at the end of the year where each student will give a short speech about their work, their experience in the program, and offer excerpts of their work-to-date to those in attendance.

### **Literary Arts Publications**

Literary Arts Publications teaches students the fundamentals of good writing and publishing, and provides them with a place to see their writing in print, giving Literary Arts majors both a sense of audience, and an opportunity to receive feedback from a variety of sources. This intensive senior course necessitates effective coordination and articulation between and among all Literary Arts majors, requiring a great deal of student responsibility and accountability and providing a critical real-world connection to their work. Along with analysing current trends in publishing, the teacher-advisor and students are responsible for selecting manuscripts, editing work for publication, event planning, marketing, layout, and design. Students must set goals, make decisions, and succeed at creating quality products that reflect the rigor of the Literary Arts major.

### **Young Adult and Contemporary Literature**

In this course, students will read a variety of young adult and contemporary literature. We will explore generational shifts in what it means to “come of age” and how current events influence this process. We will also explore what it means to be “the voice of a generation” and how these voices have changed over time. Through writing assignments, students will be encouraged to hone their own voices and to examine the ways that their voices are representative of their generation and unique to their own experiences.

### Writing Workshop 10

This course builds off the Year One Introduction to Literary Genres course but focuses on feedback. Students bring in their writing projects from their other courses and workshop them in peer editing groups in this course. Students are then assessed on the quality of the feedback they offer to the members of their peers editing groups. The primary goal of this course is for students to understand the value of clear, cogent, and thorough feedback as part of the writing process. Students will quickly realize that providing feedback is a nuanced art in itself.

### Writing Workshop 11

This course builds off of Writing Workshop 10 and still focuses heavily on the skill of giving constructive feedback. It also serves to prepare students for Senior Seminar. As juniors, students are expected to take on a more independent role in choosing the genres of their assignments, taking their pieces through the writing process, and creating work that they can be proud of and publish. Ultimately, Writing Workshop 11 will nurture and support the “community of writers” mentality that is at the heart of the Literary Arts major.

## **INSTRUMENTAL AND VOCAL MUSIC**

Instrumental Music and Vocal Music are two distinct individual departments at Charter Arts. However, some of the courses are required of both majors while others are department specific. For example, music history courses are the same and are required of both majors, while the technique classes are independent of one another. As you read through this portion of the catalog, please note which courses are open to both instrumental and vocal majors and which are department specific.

### **Course Sequencing**

Student schedules in both Instrumental and Vocal Music are customized based on each individual student's ability and performance. Incoming students to these departments will take placement exams for all music theory classes. All students in these departments are required to take music history, four years of music theory, four years of technique classes, and a variety of music electives as identified in the following sub-sections.

### **Music Theory: Instrumental and Vocal Music**

#### **AP Music Theory**

Advanced Placement Music Theory stands as one of the highest levels of achievement within the Charter Arts music theory curriculum. Designed to increase fluency in analytical and musicianship skills, students will explore advanced levels of theoretical principles within the western tonal tradition. All students will be required to take the AP Music Theory exam during the fourth marking period of the course.

#### **Composition and Arranging**

Composition and Arranging is a course designed to combine harmonic practice and technique with imagination to produce compositions with commercial music applications (*e.g.* music for theater, film, and/or video games). This course introduces students to advanced practice of written, tactile, and practical music theory using computer software and keyboard. Projects include composing in classical forms, modern television themes, and original works in collaboration with the senior playwriting project. Basic compositional techniques connect music theory and creativity.

#### **Composition and Songwriting**

Composition and Songwriting is designed to apply melodic and harmonic practices to creative output. Emphasis is placed on realizing lead sheet style compositions

through keyboard skills and chord/melody relationships. Students utilize Roman Numeral analysis and advanced functional harmony to create compositions rooted in both Classical and Contemporary styles/genres. Arrangements emphasize appropriate voice leading through keyboard-style writing. Students integrate Musicianship skills within the context of theoretical understanding to enhance their instinctive creativity. By the end of the course, students leave with a comprehensive portfolio of performable works.

### Foundations of Harmony

Foundations of Harmony explores the elements of harmony through reading, writing, composing, and performing. This course integrates musicianship skills within the context of theoretical understanding, ensuring both aural and conceptual understanding. New concepts are introduced through analysis and performance of both classical and contemporary literature. Students gain practical skills using the standard harmonic systems: including Roman Numerals, Leadsheet Symbols, and Figured Bass. An emphasis is placed on voice leading in both keyboard and chorale style using solfege, scale degrees, and absolute letter names.

### Foundations of Music Theory

Foundations of Music Theory explores fundamental concepts through the sounds before explaining how symbols are used. Students methodically explore music by listening, performing, analyzing, thinking critically, and composing, learning the fundamentals of music theory in the process. Students gain practical skills using the standard melodic systems: solfege, scale degree numbers, and absolute letter names. An emphasis is placed on both vocal and keyboard skills through sight singing, dictation, and part-writing.

### Foundations of Musicianship

Foundations of Musicianship approaches the fundamental elements of music theory through sight singing and keyboard skills. As students aurally acquire new concepts, they simultaneously develop theoretical understanding. Students will develop musical literacy through rhythm syllables, solfege, scale degree numbers, and absolute pitch names. Accessible dictation and sight singing strategies will be implemented throughout this course.

### Harmony: Chromatic Vocabulary

Harmony: Chromatic Vocabulary is designed to stretch students understanding of theory to include the chromatic vocabulary (i.e. Secondary dominants/leading tone chords, pedal point, modulation, borrowed chords, augmented sixth chords, etc.) through both analyzing and composing. Musicianship and Aural skills are integrated within the context of theoretical understanding. An emphasis will be

placed on chorale writing and voice leading as well as solfege syllables representing scale degree.

### Harmony: Common Practice

Common Practice Harmony builds upon the foundations of music theory by developing an understanding of functional harmony. Students explore 7<sup>th</sup> chords, inversions, form and voice leading in all keys. An emphasis is placed on student's aptitude to identify, analyze and compose in the four-part chorale style. Musicianship and Aural skills are integrated within the context of theoretical understanding. At the end of this course, students will be able to write a short composition in the chorale style following the voice leading rules of the common practice period.

### Harmony in Practice

Harmony in Practice is designed to synthesize the fundamental elements of melody and harmony through an easily accessible approach. Through integrating part-writing, voice leading, functional harmony, and musicianship students experience high level theory concepts in both classical and contemporary literature. An emphasis is placed on both vocal and keyboard musicianship skills. Students move through a sequence of recognizing, writing, performing and composing various harmonic elements.

### Music Theory Independent Study

*Prerequisite: Must have taken and scored a 5 on AP Music Theory Exam as a junior.*

The independent music theory course is designed for students who have successfully completed the Charter Arts music theory sequence by the end of their junior year and earned a 5 on the AP Music Theory exam. Students will meet with the instructor independently and explore advanced topics in music theory and analysis. The course is designed to help our most accomplished students compile a portfolio of harmonic and formal analysis examples, compositions and evidence of written work within complex topics such as counterpoint or serialism. All experiences within the class are geared towards preparation for the collegiate music theory experience.

### Structural Elements of Music

Structural Elements of Music explores the fundamental elements of melody and harmony in an accelerated format. An emphasis is placed on how core theory concepts integrate into the musical vocabulary. Students will explore how solfege, rhythm syllables, scale degree function, and absolute pitch letters produce effective musical analysis. Students gain practical skills using the standard harmonic systems: including Roman Numerals, Leadsheet Symbols, and Figured Bass.

## Music History: Instrumental and Vocal

### Music History: Antiquity to Baroque

#### *Semester*

This class will explore the roots of western tonal music from the gothic to the high baroque. The origin of tonal music will be tracked from Gregorian chant and the monophonic tradition through its polyphonic evolution during the high renaissance. Opera and the rise of monody will follow, concluding with discussion of the Baroque masters Handel and Bach.

### Music History: Classical

#### *Semester*

This course is designed to introduce students to the composers, musical styles and forms, art, history, and culture of the European Classical era. An emphasis will be placed on listening as it connects to musical form and construction, history and culture.

### Music History: Romantic

#### *Semester*

The Romantic Music History course at Charter Arts is designed to teach students about the major composers, their works and the musical styles and forms used during the Romantic Period. Students will read the text given to them at the beginning of the course along with listening to recordings and studying the art, literature and culture of the periods. European and American history of this era will also be discussed/analyzed and the correlation between the two will increase the students understanding of the musical genre.

### Music History: 20<sup>th</sup> Century

#### *Semester*

The 20th Century Music History course at Charter Arts is designed to teach students about the major composers, their works, and the musical styles and forms used in many modern forms of music. Students will learn about music from the early 20th century up until mid-century.

## Ensembles: Instrumental Music

### Concert Band

Concert Band is a performance ensemble designed to prepare students for instrumental performances of an increasingly high level. Students participate in the winter and spring Instrumental concerts. Concert Band functions as a rehearsal class, providing students the opportunity to engage with literature appropriate to their performance level. Rehearsals provide students the chance to build their discipline, teamwork, focus, and accountability. Students learning secondary

instruments hone their craft in an accessible setting. Through individual practice outside of class, students take personal ownership of their role in the ensemble.

### **Jazz Ensemble**

The Charter Arts Big Band is an opportunity to learn jazz within the performance of classic big band repertoire and language. The group performs many times throughout the year, most notably at the Steel Stacks High School Jazz Showcase.

### **Orchestra**

The Orchestra at Charter Arts is designed to inspire students in the enjoyment and enthusiasm of music and performing in a larger ensemble. Students come to Charter Arts with a basic background of skills and talents. The orchestra provides students with an opportunity to further develop and refine their skills performing orchestral repertoire. Rehearsal setting and techniques are those that are found in a professional setting. Students learn to work as a cohesive unit to perform challenging repertoire at the highest level.

### **Percussion Ensemble**

Percussion Ensemble is mostly comprised of percussion majors and prepares percussion literature for both the fall and spring concerts, the, "Night of Percussion," and any other performance opportunities. Rehearsals act as an opportunity to apply concepts learned in percussion technique classes as well as providing students with valuable ensemble concepts.

### **Wind Ensemble**

Wind Ensemble is mostly comprised of instrumental majors and prepares wind band literature for both the fall and spring concerts as well as any other performance opportunities. Rehearsals act as an opportunity to apply concepts learned in instrumental technique classes as well as providing students with valuable ensemble concepts. By the end of the year, students will be able to perform modern and traditional band music at a higher level, develop team building skills by working together as an ensemble, develop their overall musicianship, and refine their discipline and work ethic through rehearsals and individual practice.

## **Ensembles: Vocal Music**

### **9/10 Choir**

The Charter Arts 9<sup>th</sup> and 10<sup>th</sup> Grade Choir is a mixed choral ensemble comprised of all declared 9<sup>th</sup> and 10<sup>th</sup> grade vocal majors as well as instrumental majors who have chosen it as an elective. Members of the 9/10 Choir serve as artistic ambassadors

for Charter Arts through numerous community and regional performances. The ensemble performs a wide variety of choral music from the past five centuries. Each member must demonstrate improvement in score-reading ability, development of the choral voice and the determination of a true vocal interpreter.

### **9/10 Contemporary Choir**

The Charter Arts 9th and 10th Grade Contemporary Choir provides an opportunity for students to explore and perform choral music as it has been expressed in the popular genres over the past 100 years. Literature will draw from the genres of jazz, gospel, musical theater and show choir, Folk, Rhythm and Blues, and many others, while at all times maintaining healthy vocal technique. In addition to choral singing, students may be involved in choreography, spoken dialogue, or other forms of non-musical expression. Opportunities for collaboration with other classes and/or departments also help broaden the scope of this unique performance ensemble.

### **11/12 Choir**

The Charter Arts 11<sup>th</sup> and 12<sup>th</sup> Grade Choir is a mixed choral ensemble comprised of all declared 11<sup>th</sup> and 12<sup>th</sup> grade vocal majors. Members of the 11/12 Choir serve as artistic ambassadors for Charter Arts through numerous community and regional performances. The ensemble performs a wide variety of choral music from the past five centuries. Each member must demonstrate excellent score-reading ability, development of the choral voice and the determination of a true vocal interpreter.

### **Technique: Instrumental Music**

*For all of the courses in this section, please note that there is a max of two major instruments allowed per year. A student must audition to change his/her major instrumentation.*

### **Bass Technique 9-12**

In preparation for student success as a bass player, the Bass Technique course studies and practices repertoire appropriate for bass instruments in both classical and jazz genres. Special attention is given to proper fingering technique, intonation and ensemble blend and theoretical knowledge of basic musical elements. Best practice of technique application will be discovered through critical listening of professional recordings and discussion of historical and cultural contexts of works. Each semester varies in study and performance of selected repertoire.

### **Brass Technique 9-12**

The Brass Technique course provides students the opportunity to deepen their study of their primary brass instrument. Through a rigorous selection of etudes, solo works and ensemble pieces, students will engage with a wide variety of

advanced brass topics and skills. These topics include purity of tone, extended range, air control, phrasing, resonance, projection, dynamic control, and articulation. Students will develop chamber-style ensemble techniques including blend, balance, leadership, style, tempo and transitions. Through self-reflection and continuous practice, students will demonstrate continued improvement, which will be measured by various playing tests and juries administered throughout the year. Seniors in the course take a special track to prepare for their Senior Projects.

### Guitar Technique 9-12

The underclassmen guitar techniques course provides the student with the basic fundamentals of classical guitar technique. Topics covered include: types of guitars & various styles, care of instrument, tuning, seating position, right & left hand position, agility exercises, tone production, note reading (all positions), rhythms, scales (major, minor, chromatic, & pentatonic), CAGED chord system, improvisation, and musical expression (tone, articulation, dynamics, rubato, style, etc.). Repertoire will consist of appropriate level solo pieces (easy to intermediate), ensemble works, and jazz standards. Performance opportunities in school and within the community are available. Upperclassmen guitar techniques is a continuation of underclassmen guitar techniques. Topics include: developing an efficient technical ability, agility & speed exercises, consistent tone, Note reading (all positions) with advanced rhythms/ key signatures/ multiple voices, use of metronome, scales (five comprehensive forms and variations- major & minor, modes and applications, CAGED chord system with extensions, improvisation, and musical expression. Repertoire will consist of appropriate level solo pieces (intermediate to advanced) and Jazz standards. Performance opportunities in school and within the community are available.

### Percussion Technique 9-12

Percussion Technique is for underclassmen and upperclassmen percussion majors. The class is meant to further their studies in a well-rounded percussion medium while solidifying proper technique. Underclassmen technique will be like percussion, “boot camp,” by focusing on percussion foundations whereas the upperclassmen technique class will allow students to branch out a little on their own and explore different percussion repertoire.

### Piano Technique 9-12

**Piano Technique 9** serves as an introduction to piano literature. Throughout the course, students will study music from the Baroque, Classical, Romantic, and Modern eras. Each semester students are assigned two pieces to study from contrasting eras. Students receive private instruction once per week, and perform for the class once per month. Technical aspects of piano playing are introduced and

integrated throughout the year. Students are assessed mainly through their performance at Recitals and Juries, as well as their individual reflections and practice journals.

**Piano Technique 10** begins the study of late intermediate piano repertoire. Throughout the course, students will study music from the Baroque, Classical, Romantic, and Modern eras. Each semester students are assigned two pieces to study from contrasting eras. One piece will be memorized for each biannual piano recital occurring in the winter and spring. Students receive private instruction once per week, and perform for the class once per month. Technique is explored through playing major and minor scales. Students are assessed mainly through their performance at Recitals and Juries, as well as their individual reflections and practice journals.

**Piano Technique 11** continues the study of late intermediate piano repertoire, and begins the study of advanced repertoire. Throughout the course, students will study music from the Baroque, Classical, Romantic, and Modern eras. Each semester students are assigned two pieces to study from contrasting eras. One piece will be memorized for each biannual piano recital occurring in the winter and spring. Students receive private instruction once per week, and perform for the class twice per month. Technical aspects of piano playing are mastered as students begin to play with fluid velocity scales in all keys and arpeggios. Students are assessed mainly through their performance at Recitals and Juries, as well as their individual reflections and practice journals.

**Piano Technique 12** focuses students on two major contrasting works from the advanced repertoire. Both these works will be performed from memory in the biannual piano recitals. As students prepare to graduate from Charter Arts, they begin to complete their Senior Project, which includes a performance in the Senior Showcase Recital. Students demonstrate their technical velocity through scales in all keys, in 3<sup>rds</sup> and 6<sup>ths</sup>, as well as arpeggios and cadences. Students are assessed through their ability to generate professional performances as pianists at Juries and Recitals, as well as their individual reflections and practice journals.

### Strings Technique 9-12

Strings Technique is a one year course, taken every year for string majors, designed to solidify and increase technical skills required for advanced string playing, as well as for beginning to intermediate level playing. These skills include critical foundational techniques – balance, bow hold, and basic left hand and right arm techniques as well as intonation, articulation, tone production, vibrato, and other artistic elements such as dynamics, phrasing, nuance and expression. Students will

be personally challenged to reevaluate their personal practice habits and will learn how to become more focused and efficient in their practicing. Literature studied will include solo repertoire appropriate for each student and small and large ensemble pieces. Instruction will occur in group and individual settings. The concept of Professional Promise (i.e. professionalism/respect) will be reinforced in every class.

### Woodwind Technique 9-12

The Woodwind Technique Course at Charter Arts is designed to provide the students with dedicated practice time on their woodwind instruments. Proper practice technique, developing repertoire for their instrument as well as improving the technical aspects of their playing are the focus during class time. All students will work on solo literature for their instrument in addition to small group ensemble work.

### Technique: Vocal Music

#### Vocal Techniques 9

Vocal Techniques 9 is the first course in Charter Art's solo vocal curriculum. In this course students develop healthy singing techniques and fundamental musicianship skills essential to the emerging solo vocalist. Students work through a carefully woven sequence of Folk Songs, Art Songs and Musical Theater repertoire while learning fundamental performance techniques. This repertoire is studied through historical context, character analysis, and staging. Unlike choral ensembles which focus on large group performances, Vocal Techniques focuses on students giving solo performances. By the end of this course, students will be able to analyze, learn, and perform a solo piece of vocal repertoire.

#### Vocal Techniques 10

In the second year of the Vocal Techniques curriculum students expand their skills and literature awareness as solo performers. Through this course students continue to develop healthy singing technique and experience a carefully woven sequence of literature from the American 19th/20th century art song repertoire, and the 17th-19th century Italian art song repertoire. These works are studied through historical context, character/poetry analysis, and staging. Additional topics will include: application of International Phonetic Alphabet (IPA) to score study, vocal anatomy, and poetry analysis. By the end of this course students will be able to perform literature from the standard American and Italian art song repertoire, as well as demonstrate growth in their skills of score analysis, literature preparation, and solo performance.

### Vocal Techniques 11

In the third year of the Vocal Techniques curriculum students hone their mastery of solo vocal performance and continue their exploration of vocal literature. Through this course students continue to develop healthy singing techniques and experience a carefully woven sequence of literature from the 19th century German art song repertoire, and the 19th-20th century French art song repertoire. These works are studied through historical content, character/poetry analysis, and staging. Additional topics will include: application of IPA to score study, character/poetry analysis, and criteria for personal literature selection. By the end of this course students will be able to perform literature from the standard German and French art song repertoire, as well as demonstrate growth in the skills of score analysis, literature preparation, and solo performance.

### Vocal Techniques 12

Vocal Techniques 12 is the final course in the Charter Arts solo vocal curriculum. In this course students employ healthy singing techniques and fundamental musicianship skills to gain comfort and awareness as a solo vocalist on stage. Students in this class experience a carefully woven sequence of literature from the standard oratorio, opera, and musical theatre repertoire. These works are studied through historical content, character/poetry analysis, and staging. Students also prepare a culminating senior showcase of solo pieces chosen, researched, and prepared individually as informed solo vocalists. By the end of this course students will be able to perform literature from the standard oratorio/opera/musical theatre repertoire, as well as demonstrate the skills required to effectively choose, research, prepare, stage, and perform a solo piece of repertoire.

## Electives: Instrumental and Vocal Upperclassmen

### Advanced Vocal Performance and Audition Technique

*Prerequisite: Vocal Performance and Audition Technique.*

*Semester Course by audition only*

This advanced course will focus on a singer's ability to portray a character and emotions while performing a selection of the following genres; light opera, musical theater, art song, jazz standards, and other vocal mediums. Students' will be required to progress written character development, plot analysis, and literature. An emphasis will also be placed on staged performances, performance preparation, performance confidence, class discussions, as well as a journal of self and peer assessments, and professional performance critiques. Students must have completed Voice Performance & Audition Techniques and will be selected via audition.

## American Folk Song

### *Semester*

This course primarily explores the American Folk Song, detailing how music travels in the oral tradition between generations. Students will acquire a vast repertoire of authentic folk songs sourced from recordings and well-respected literature. An emphasis is placed on singing the songs, performing authentic dances, and arranging songs for small ensembles. Students will also create a collection of folk songs, and source material from their own upbringings or communities.

## Fundamentals of Conducting

### *Semester*

The objective of this class is to introduce and assist the student to become proficient with the basics of conducting. By the end of the course, students will demonstrate appropriate conducting posture and hand position, show adequate skill with basic non-verbal conducting gestures and techniques including anacrusis, caesura, cues, cut-offs, downbeat, fermata, ictus, and independence of hands. They will demonstrate an aptitude for conducting symmetrical and asymmetrical conducting patterns, both simple and subdivided, exhibit understanding and application of specific techniques in the observation and evaluation of conducting techniques in self, colleagues, and conductors at large and demonstrate adequate knowledge of conducting terminology.

## Introduction to a String Instrument

Introduction to a String Instrument is a full year course designed to introduce students to the basics of playing a string instrument. Students will learn to correctly hold and care for instruments, will learn to play with basic proficiency, and will also learn how to create to nuances such as dynamics, tone color and phrasing. Instruction will occur through individual and group settings, solo performances, and ensemble playing. Students will learn to read the appropriate clef for the instrument they study. String-specific concepts (e.g. bowing, tone production, left hand positioning, string vibrato), general musical concepts (e.g. intonation, dynamics, meter, rhythm, etc.), and the concept of Professional Promise (i.e. professionalism/respect) will be reinforced in every class.

## Introduction to a Woodwind Instrument

The Introduction to a Woodwind Instrument Course at Charter Arts is designed to provide students with the beginning fundamentals for learning the flute, clarinet, saxophone, oboe or bassoon. This course is for the non-woodwind player or the musician that is interested in learning a woodwind instrument and has no experience or very limited experience.

## Introduction to Piano

### *Semester*

Introduction to Piano provides students the opportunity to commence or further their keyboard skills. Prior piano experience is not necessary, as every student works at his/her individual level. Throughout the course, students will develop, among other skills, proper posture, hand position, and finger technique. Students will gain familiarity with the basic layout of the keyboard as well as the fundamentals of Grand Staff notation. A wide variety of repertoire will be studied, with the ultimate goal being that students engage with traditional, two handed music of varying degrees of difficulty. Other styles to be studied include lead sheet notation, improvisation, and song accompaniments. Students will be assessed throughout the year on their individual progress as measured by regular homework assignments, quizzes and juries.

## Jazz Improvisation

Jazz Improvisation class will build upon each individual student's abilities as an improviser and help them grow through a greater understanding of jazz theory, common jazz practices, ensemble playing, and overall musicianship. We will achieve these goals through performance, written exercises, and group playing.

## Latin Music and Repertoire

### *Semester*

The Latin Jazz and Repertoire course is designed to provide Charter Arts students with an education in the specific practices and unique history of Latin Jazz. Students can expect work typical of a music history course but with an additional performance component that will make learning interactive and fun!

## Music for Film

### *Semester*

Music for Film is an introductory course for the history, analysis, and practical application of film music. The power of music in film will be discovered through a study of its history and analysis of significant film composers. This course will then guide students through the process of creating original music and/or soundtrack to accompany visual material. Student film scoring projects will demonstrate your understanding of learned technique (*e.g.* click tracks, spotting, scoring under dialogue, *etc.*) and dramatic implication.

## Music's Role in History – World War II and the Big Band/Swing Era

### *Semester*

World War II was the centerpiece of the decade and in reality American popular music was the inspirational music of World War II. Swing, blues and country were all popular styles but most importantly, it was the heyday of the seventeen-piece big band. This course will focus on some of the most famous bands of the era, Ellington, Goodman, Miller, Dorsey and the music they produced to help raise moral, promote patriotism and move the country through war time. These bands and some of their most famous musicians will be researched. The fall of the big band from popularity will also be discussed as the post-war era is studied.

## Secondary Woodwinds

### *Semester*

The Secondary Woodwind Instrument course at Charter Arts is designed to provide students who have completed Beginning Woodwinds the opportunity to refine their woodwind skills on flute, oboe, clarinet, saxophone or bassoon. Current woodwind majors are also eligible for this course allowing them to learn an additional woodwind instrument for doubling purposes. The course will reinforce the basics of woodwind performance while taking the student to the next level of technical proficiency. This course may be taken multiple times.

## The Music and Era of the British Invasion

### *Semester*

The British Invasion was, quite simply, one of the watershed developments in American popular music history. This course will cover the events and influences that led to the British Invasion, how these musicians both influenced and reflected culture and society of America at the time and how their music has influenced the music of today.

## The Music of Miles Davis

### *Semester*

This course will focus on an in-depth study of the music and life of Miles Davis. We will learn about Davis' contributions to music and the influence he had in fostering the unique talents of his sidemen. We will look at each of Davis' ensembles, their work, and the work of the individuals who comprise these ensembles.

## Vocal Performance and Audition Technique

### *Semester Course*

This course will focus on a singer's ability to portray a character and emotions while performing a selection of music genres. Students study character development, plot

analysis, improvisation, and literature. An emphasis will also be placed on performance preparation, performances, performance confidence, class discussions, as well as a journal of self and peer assessments, and professional performance critiques. Students of any vocal level are eligible to take this class, however, all students will be required to sing in public performances.

## World Music

### *Semester Course*

The World Music course at Charter Arts is designed to provide an introductory-level survey of diverse music from around the world. This course will be a vehicle of exploration and discovery as they learn about music as a vehicle in varied societies, cultures and countries. Instruments of these various cultures and countries will be researched. History, cuisine, and customs will also be discussed.

## Electives: Instrumental Only (Upper and Underclassman)

### Advanced Jazz Combo

#### *By audition only*

The Advanced Jazz Combo is a select, auditioned ensemble that studies and performs repertoire of the Swing era to the present day. In addition to performance practice, intonation and ensemble blend, this course introduces students to advanced improvisation, critical listening of professional recordings for discussion of style and interpretation, and opportunity to arrange music for the combo. The concept of Professional Promise (*i.e.* professionalism/respect) will be reinforced in every class. Each semester varies in study and performance of selected repertoire.

### Collaborative Piano/Accompanist Technique

#### *(Piano majors only by audition, sophomores through seniors only)*

Collaborative Piano involves working with other performers whether it be singers, instrumentalists, orchestras, musical theater, or dancers. Collaborative piano is the art form of accompanying and working with other musicians. This course is designed to teach students these skills. Grading is based upon collaborative performances as well as reflective journals.

### Guitar Ensemble

Guitar Ensemble's aim is to improve the students' technical, musical, perceptual, and intellectual skills necessary for quality participation in a group ensemble and successful performances. Students will study and perform repertoire from the Renaissance to the present day; focusing on tone, articulation, dynamics, phrasing and style. Additionally, advanced students will have the opportunity to form duos, trios or quartets. Guitar Ensemble greatly improves the students reading abilities

(pitches and rhythms), listening and participation skills, and the ability to follow a conductor. Performance opportunities in school and within the community are available.

### **Jazz/Modern Music Repertoire Ensembles**

The Jazz/Modern Music Repertoire Ensemble studies and performs the repertoire of the Swing Era to the present day. Each semester varies in study and performance of selected repertoire. Students learn the basics of improvisation, jazz and modern song forms as well as small jazz ensemble techniques. Students collaborate to create their own musical arrangements. Through rehearsal and individual practice, students prepare for various live performances throughout the school year. Students are required to bring their instruments to play for every class.

### **String Ensemble**

The String Ensemble studies and performs repertoire of the Baroque era to the present day. The concept of Professional Promise (*i.e.* professionalism/respect) will be reinforced in every class. Each semester varies in study and performance of selected repertoire.

## **Electives: Instrumental Upperclassman Only**

### **9/10 Choir**

The Charter Arts 9<sup>th</sup> and 10<sup>th</sup> Grade Choir is a mixed choral ensemble comprised of all declared 9<sup>th</sup> and 10<sup>th</sup> grade vocal majors as well as instrumental majors who have chosen it as an elective. Members of the 9/10 Choir serve as artistic ambassadors for Charter Arts through numerous community and regional performances. The ensemble performs a wide variety of choral music from the past five centuries. Each member must demonstrate improvement in score-reading ability, development of the choral voice and the determination of a true vocal interpreter. The ensemble meets every other day.

### **Advanced Jazz Improvisation**

Advanced Jazz Improvisation is a continuation of the Jazz Improvisation class and will continue to build upon each individual students abilities as an improviser and help them grow through a greater understanding of jazz theory, common jazz practices, ensemble playing, and overall musicianship. We will achieve these goals through performance, written exercises, and group playing.

### **Chamber Ensemble**

The purpose of this course is to supplement large ensemble experiences through performance in chamber ensemble groups. Focus will be given to working in small groups with the ultimate goal of performances in class and on the Chamber Ensemble concerts scheduled for winter and spring. Individual students and groups will be asked at times to perform in class for peer and teacher evaluation followed by discussion. In addition to working in small groups we will, at times, work as a class on topics that are pertinent to musical performance.

### Contemporary Guitar Technique

Contemporary guitar technique provides students with skills specific to contemporary styles including jazz, rock, latin, etc. Topics will include comping and other common jazz practices, ensemble playing, theory and chord structure, stylistic considerations, etc.

### Introduction to a Brass Instrument

This course gives students the opportunity to work on the basic fundamentals involved with playing a brass instrument. Students may choose to study the Trumpet, Horn, Trombone, Euphonium or Tuba. Students must provide their own instruments for study or rent from a local institution. Throughout the year, students will gain proficiency in brass specific techniques including embouchure formation, air control, resonance, tone production, and range. Everyone will achieve different levels of mastery, but all students will learn a wide variety of notes, scales and repertoire pieces from beginning to intermediate levels.

### Introduction to Woodwinds

The Introduction to a Woodwind Instrument Course at Charter Arts is designed to provide students with the beginning fundamentals for learning the flute, clarinet, saxophone, oboe or bassoon. This course is for the non-woodwind player or the musician that is interested in learning a woodwind instrument and has no experience or very limited experience. The course goes for a full year.

### Jazz Music History

The jazz history course will outline the notable history of jazz music from its beginnings in the early 20th century to today. Students will study individuals throughout the history of jazz music that act as key figures to each era of the music's history. Emphasis will be placed on aural identification of important recordings and performers.

### Secondary Woodwinds for Woodwind Majors

The Secondary Woodwind Instrument course at Charter Arts is designed to provide students who have completed Beginning Woodwinds the opportunity to refine

their woodwind skills on flute, oboe, clarinet, saxophone or bassoon. Current woodwind majors are also eligible for this course allowing them to learn an additional woodwind instrument for doubling purposes. The course will reinforce the basics of woodwind performance while taking the student to the next level of technical proficiency. This course may be taken multiple times.

## **Electives: Instrumental Underclassmen Only**

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# PRODUCTION DESIGN

Production Design majors at Charter Arts will utilize, develop, and apply their creative skills in a variety of practical applications and contexts. Students will explore visual storytelling through the study, design, and construction of sets, costumes, makeup and special effects, props, lighting, projection, and sound. Collaboration is paramount, and students in this major will gain hands on experience supporting the artistic events and programming for all majors at Charter Arts. This major will allow students to explore career options in the field, which may include: stage, house, and arts management, design, and technology.

## Course Sequencing

Year 1	Story to Stage Design Elements and Principles Foundations of Audio and Video Production Lighting Design Production Practicum
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## Course Descriptions

### Story to Stage

Storytelling is the oldest of all art forms, and stories are at the root of all art. In this interactive and engaging class, students will learn the art and craft of good storytelling, collecting, transformation and performance. Through this course students will learn the fundamentals of traditional story structures. They will also gather stories and oral histories and learn how to transform them into an original piece of art (e.g. a play, fashion, dance, narrative, song). The course will culminate in a presentation of each student’s original piece of art based on the stories they gathered/created.

### Design Elements and Principles

In this hands on course, students will learn the importance of the elements and principles of design as a foundation for scenic design and painting, costume choice and design, and hair and make up design for a variety of productions. Students will strengthen their drawing skills by keeping an active sketchbook and by continually drawing for larger scale projects. In this course students will engage in cooperative learning, improve communication skills, and develop as leaders as they work in design teams to accomplish a variety of projects.

### Foundations of Audio and Video Production

Students will learn the skills necessary to effectively produce audio and video projects. Techniques in directing, shooting video, audio engineering, and production organization will be used to create both audio recordings and video projects. Real-world experience will be provided by covering school events and recording music projects. To that end, students will be required to attend various after-school events, in the evenings and on weekends in order to meet course requirements.

### Lighting Design

In this course students will explore the process of lighting design. They will become familiar with the creation of light plots, instrument schedules, and cue sheets. Student will learn the properties of various lighting instruments and controls and how to organize and produce a stage performance. After studying prompt books, technical plots and cueing, students will then apply their knowledge and skills while assisting on current Charter Arts productions.

### Production Practicum

Students will learn the basic ins and outs of working on stage and in the shop. Topics covered will include: rigging, the handling of scenery, stage fabrics and backstage practices. Students will have the opportunity to practice and enhance the technical skills that they are learning in their various artistic courses while assisting on current Charter Arts productions.

## THEATRE

The Charter Arts Department of Theatre is proud to offer a pre-professional training program for high school aged performers. Our goal is to provide students with the skills that they will need to move on to competitive college programs as well as professional theatre experiences. Classes are designed to encourage students to create imaginative and compelling characters, to regard their voices and bodies as creative instruments, to expose them to theatrical literature, and to instill in them a sense of respect and professionalism for the art form that will stay with them throughout their lives.

### Course Sequencing

Grade 9	Voice and Movement for the Beginning Actor Fundamentals of Acting Theater History I Stagecraft
Grade 10	Theater History II Acting I Modern American Dramatic Literature
Grade 11	Fundamentals of Directing Acting II Advanced Voice and Movement Introduction to Technical Theatre
Grade 12	Advanced Acting Senior Seminar Fundamentals of Play Structure and Playwriting Introduction to Technical Theatre

### Course Descriptions

#### Acting I

This course will provide the beginning actor with an understanding of *the business of Acting*. Students will prepare pieces for auditions and engage in cold readings to improve their ability to interpret text and make active, specific choices. There will be an overview of acting for the camera, which will include an introduction to Film, Commercial Acting, Television Acting and Voice-overs. Additionally, students will engage in Modern and Contemporary scene studies, with a focus on approaching the material introduced in Modern American Dramatic Literature from an actor's perspective.

## Acting II

In this section of Acting, students will study Shakespeare in depth. They will develop a deeper understanding of the language and how to make playable and compelling choices for contemporary audiences. Additionally, students will study Commedia dell'arte and selections from works from the Jacobean, Elizabethan, 17<sup>th</sup> century French and Italian Renaissance periods. Later in the year, students will be exposed to works from 19<sup>th</sup> century European playwrights such as Chekhov, Ibsen and Strindberg.

## Advanced Acting

Class work will be focused on character development through a variety of techniques. Students will engage in character driven exercises based on the work of Michael Chekhov and Jerzy Grotowski. They will also focus on finding and preparing contrasting audition material for upcoming college and/or professional theatre auditions. They will study Greek messenger speeches with an emphasis on finding physical ways to approach text and making ancient characters dynamic and engaging for a contemporary audience. The second semester will provide a departure from Realism and realistic technique, addressing Epic Theatre, as well as Theatre of the Absurd.

## Advanced Voice and Movement

Students will be introduced to the vocal technique of Arthur Lessac to further develop their vocal performance skills. They will also study Musical Theatre, in regard to character development, vocal performance and choreography. This class, like the beginning Voice and Movement course, will continue to focus on the conditioning and discipline of the actor's body through vocal work, explorative movement, dance, and character mask.

## Fundamentals of Acting

This course will introduce the beginning actor to the techniques and methodology behind the study of acting. Through improvisation, self-discovery exercises and "being" work, students will gain a deeper understanding for the authenticity that is required to create compelling characters. They will learn to personalize their material and make choices that are active and playable.

*\*Students will develop a performance portfolio in this class, which they will keep with them throughout the course of their time in this program, continually adding works as they are rehearsed.*

### Fundamentals of Directing

This course examines the basics of directing for the stage with emphasis on process and theory. Students will practice a variety of exercises and encounter modern texts and techniques, working towards a final presentation of a 10-Minute play showcase open to the public.

### Fundamentals of Play Structure and Playwriting

This course will examine the essential elements of play construction, with early emphasis on structure through literary analysis of dramatic texts. Students will study the basics of playwriting through exercises and practice, culminating in the completion of a script for the stage at the year's end to be presented as part of the CHARTER ARTS New Plays Festival.

### Modern American Dramatic Literature

This course will examine major dramatic texts in America from the beginning of the 20th century to the present. Primarily a literature course, students will engage in class discussions and encounter contemporary American social issues addressed by the theatre.

### Senior Seminar for Theater

Students will be required to collaboratively create a script and/or adapt an existing story, and ultimately organize, conceptualize and perform an original children's production to be performed for elementary school audiences. Later in the year, students will prepare and market a showcase to be presented to theatre professionals.

### Theater History I

Theatre History I is intended to deepen students' understanding, appreciation, and critical perceptions of the theatre and its evolution. Readings and lectures will focus on the elements of theatrical practice, artists and innovators of theatre throughout history. Students will also be introduced to a wide variety of production elements including set construction, lights, sound, props, costumes and stage management. Once the students are given instruction in these areas, they will be afforded the opportunity to put their knowledge to use by participating on the crews for CHARTER ARTS theatre productions.

### Theater History II

Like Theatre I (offered in the freshmen year), this course will continue to explore elements of Play Production. Again, students will be exposed to a wide variety of production elements, however, at this stage of study, students will be encouraged

to conceptualize their own ideas and develop production designs through an in depth analysis of the play.

### Voice and Movement for the Beginning Actor

This course will acquaint the beginning actor with the vocal and physical conditioning necessary to theatre artists. Students will learn Kristin Linklater's technique of *freeing the natural voice*, to promote proper breath support and improve range of expression and commitment to enunciation. Movement exercises will promote freedom of physical expression, flexibility, and a physical connection to text. Through a wide variety of voice and movement exercises, students will gain a deeper understanding for the discipline required of theatre actors.

## VISUAL ART

The courses required of the Visual Art Major have been carefully designed in order to provide a structured and classical art education. The student will be rigorously trained in drawing, painting, sculpture, design, and educated in art history. The goal is to promote a return to excellence in the visual arts through intensive training and the implementation of high standards. Presented as an academic as well as artistic pursuit, the courses will inspire students begin to perceive connections between art and other subject areas. Students will build upon learned concepts with the intention of gaining mastery, concentration, a strong work ethic, and self-discipline. Through practice, study, analysis, reading, and research, they will learn to apply their intelligence and discernment to the art they create.

### Course Sequencing

Grade 9	2D Design Essentials Composition and Color Digital Art Art History: Western Tradition Art History: Ancient and Global Perspectives
Grade 10	Analytical Drawing Anatomy and the Figure Digital Photography Art History: Renaissance-Neo-Classical Art History: Romantic-Modern
Grade 11	Painting and Palette Control 3D Design and Sculpture Art History of Sculpture and Architecture Professional Practices for Young Artists
Grade 12	Advanced Drawing and Painting Studio Contracted Art Studio and Exhibition AP 2D Studio AP Art History Artistic Process Studio

### Course Descriptions

#### 2D Design Essentials

##### *Semester*

This drawing studio course provides an introduction to the foundations of drawing, study and practice of two dimensional design systems, draftsmanship skill sets, and

a basis for understanding formal elements, principles, and the language of design. Emphasis is placed on understanding the structure of three dimensional forms, accurate measurement, proportion, line, value, chiaroscuro techniques, the critique process, and communication using art terms and concepts. In addition to in-class work, students will apply their skills to independently develop original artworks outside the classroom.

### 3D Design and Sculpture

#### *Semester*

This design and sculpture studio course provides students with the vocabulary, tools, techniques, and processes to develop works in three dimensions. Students will utilize theoretical and practical skills of modeling, carving, and construction applied to observed and imagined designs. 3D aesthetic design systems observed and derived from nature and master works will be emphasized. Students will experience the production of relief sculpture, sculpture in the round, and mold making. In addition to in-class work, students will apply their skills to independently develop original artworks outside the classroom.

### Advanced Drawing and Painting Studio

#### *Semester*

This intensive studio course provides students the opportunity to deepen their understanding of working in series, handling of varied drawing and painting media, collaborative projects, and working from observation. Emphasis is placed on developing innateness with formal principles of art and compositional design. In addition to in-class work, students will apply their skills to independently develop original artworks outside the classroom.

### Analytical Drawing

#### *Semester*

This drawing studio course aims to refine skill sets with an emphasis on analytical freehand drawing, perspective, three dimensional constructions, lighting form, value, rendering, proportions and anatomy of the human head and figure, distortion, and caricature. Students will work from observational, imaginary, and theoretical sources. In addition to in-class work, students will apply their skills to independently develop original artworks outside the classroom.

### Anatomy and the Figure

#### *Semester*

This course is an intensive figure studio course with an emphasis on learning human and comparative animal anatomy for artists. Students will work in a variety of

drawing media to produce work based on observed, imagined, and theoretical sources. Emphasis is placed on skeletal and musculature terminology and functions, aesthetic design systems, accurate proportion, gesture drawing, blocking in, foreshortening, surface contour, and master studies. In addition to in-class work, students will apply their skills to independently develop original artworks outside the classroom.

### AP 2D Studio

This is an accelerated studio course designed for students who are seriously working toward studying art on the collegiate level. Students are required to submit a portfolio comprised of three sections for evaluation: Quality (sustained investigation), Breadth (range of approaches), and Concentration (quality).

### AP Art History

This is an accelerated reading and writing intensive art history survey course that prepares qualifying students for the AP Art History exam. Emphasis is placed on developing enduring knowledge of artwork content areas and understanding of overarching big ideas and essential questions about art. Students who successfully complete the AP exam may be eligible for college credit.

### Art History: Ancient and Global Perspectives

#### *Semester*

This art history course explores ancient and eastern cultures, world views, and artwork examples. Emphasis is placed on identification of key works and forming a basis for understanding and comparing ancient and global examples of art to styles and purposes of the western tradition. Students will practice organized study habits using a course notebook as well as experience opportunities for in-depth art historical analysis, communication, research, and writing.

### Art History: Romantic-Modern

#### *Semester*

This art history course investigates artwork from the enlightenment-modern eras. Emphasis is placed on important scientific and philosophical developments and their influence on thought and design, media development, artistic intention, art criticisms, and the interconnectedness of all artistic disciplines. Students will hone organized study habits using a course notebook and experience opportunities for in-depth analysis, communication, research, and writing.

## Art History: Renaissance-Neo-Classical

### *Semester*

This art history course investigates the artwork of the Renaissance, Baroque, and Rococo movements. Emphasis is placed on important medieval developments in art, Greco-Roman influences on Renaissance thought and design, traditional methods of artistic training, evolving pictorial and 3D design systems, media development, artwork production, and artistry. Students will hone organized study habits using a course notebook and experience opportunities for in-depth art historical analysis, communication, research, and writing.

## Art History: Sculpture and Architecture

### *Semester*

This art history course investigates selections of sculpture and architecture of various cultures from around the world. Emphasis is placed on understanding the qualities and attributes of three dimensional design, form versus function, designation and environment, technological advancements in materials and engineering, and social and historical significance. Students will hone organized study habits using a course notebook and experience opportunities for in-depth art historical analysis, communication, research, and writing.

## Art History: Western Tradition

### *Semester*

This art history course introduces students to pivotal examples of drawing, painting, and sculpture from the western tradition perspective. Emphasis is placed on identification of key works of art and forming a basis for understanding the development of art from the western perspective including investigation in aesthetics, analysis and interpretation, and criticism. Students will develop organized study habits using a course notebook as well as gain experience analyzing, communicating, researching, and writing about art traditions.

## Composition and Color

### *Semester*

This drawing studio course refines existing draftsmanship skills, studio practices, and enduring understanding and ability to communicate formal elements and principles of art. Students will develop methods of working from direct observation and reliable source materials. Emphasis is placed on design, composition, lighting techniques, basic color systems, and continued practice of form, structure, and value. In addition to in-class work, students will apply their skills to independently develop original artworks outside the classroom.

## Contracted Art Studio and Exhibition

### *Semester*

This intensive studio course provides seniors the opportunity to create a consistent body of work for exhibition and finalize graduation project components. Students will hone and develop professional skills, practices, and strategies in order to develop and prepare a series of artwork for exhibition through the use of a required project journal. Students will learn how to conceptualize, develop, execute, evaluate, edit, prepare, and exhibit a body of work completed in a chosen art medium under the guidance of the instructor enacting the role of project manager. Artwork process and production will be contracted and carefully documented within the project journal including: contract, sketches, plans, artistic coursework, due dates, working hours, revisions, and reflections. Failure to meet the requirements of this course may result in exclusion from the senior art exhibit and graduation commencement procedures.

## Digital Art

This studio course emphasizes fundamental skills necessary to use the Adobe Design Suite to create works of art digitally. Students will learn Adobe Illustrator to create digital illustrations of cityscapes, landscapes, portraits, etc. The course provides opportunities for students to practice editing, altering, and combining photographs using Adobe Photoshop. Assignments explore the art of typography and layout. Additionally, students will be encouraged to discover a personal design aesthetic as they create portfolio quality digital art.

## Digital Photography

This studio course emphasizes fundamental skills of photography, including how to capture proper exposure using the camera in a manual operating mode. Students will explore techniques including high and low depth of field, motion freeze, and motion blur. The course will explore photographic compositional tools including, but not limited to, the rule of thirds. Students will use their skills to create portfolio quality fine art photographs. Throughout the course students will be encouraged to develop and refine their own artistic style while creating personally expressive photographs.

## Painting and Palette Control

### *Semester*

This course provides students an introduction to painting with oil media, indirect and direct painting methodologies, steps and stages from start-finish, paint mixing, application, and palette control. Students will refine their skills with controlling values and making color adjustments in consideration of hue, temperature, and

intensity of color. Emphasis is placed on exploring the nature of light, color theory, planning strategies, master works, and the developing sensibility and appreciation for brush touch and handling.

### Professional Practices for Young Artists

#### *Semester*

This course provides students the opportunity, necessary skills, and experience to complete required department graduation project components. Emphasis is placed on developing artistry, refining personal theories and philosophies about art, learning to select and edit portfolio artwork, photographing artwork, portfolio presentation, resume, artist statements, artist biography, artwork assessments, and comprehensive research writing. Failure to meet the requirements of this course may result in exclusion from the senior art exhibit and graduation commencement procedures.

## Core Departments

### ENGLISH

The English/Language Arts Department at the Lehigh Valley Charter High School for the Arts is committed to an English education that revolves around diversity of literature, writing experience, and the human condition. Students will be prepared for lifelong engagement with oral and written communication beginning with an introduction to the foundations of language and literature, followed by studies in American and British literature.

We offer a wide range of courses from basic skills, college preparatory, honors, to advanced placement. Our curriculum builds language skills sequentially from freshman through senior levels. Our integrated writing/literature based courses introduce, develop, and refine student skills in all aspects of the writing process including literary analysis essays, personal essays, creative writing, and research writing. In addition, developmental skills in close reading and analysis are approached through the study of both fiction and nonfiction texts that center on the genres of short story, poetry, novel, drama, essays, speeches, memoir, film, etc. A major emphasis will be placed on the development of critical thinking and analytical writing skills through class discussions, group projects, and written communications. Students will have the opportunity to engage in interdisciplinary studies by examining history, culture, and art alongside the literature they read. The main goal of the department is for students to have daily opportunities to hone the five literacies necessary for cogent and concise communication: listening, thinking, speaking, reading, and writing.

### Course Sequencing

Grade 9	Foundations of Reading and Writing CP/H
Grade 10	Principles of Literary Analysis CP/H
Grade 11	American Literature CP/H <i>OR</i> AP English Language and Composition
Grade 12	British Literature CP/H <i>OR</i> AP English Literature and Composition

### Course Descriptions

#### American Literature

American Literature is designed to further develop students' comprehensive understanding and appreciation of various genres of American literature, the English language, and the different modes of writing. Students will read and write,

analyze literary documents and works, and synthesize and evaluate ideas through a survey of American Literature from the Colonial Period through the Modern Era. Students will have the opportunity to engage in interdisciplinary studies by examining history, culture, and art alongside the literature they read. This course requires student dedication to learning in both a reflective and collaborative environment. Students will participate in a range of learning experiences including class discussion, group work, lecture/note taking, essay writing and revision, research projects, as well as individual and group presentations and assignments. The Honors level course will explore all literary genres through the lenses of various literary theories and schools of criticism.

The main goal of this course is for students to have daily opportunities to hone the five literacies necessary for cogent and concise communication: listening, thinking, speaking, reading, and writing.

### AP English Language and Composition

Students enrolled in AP English Language and Composition will acquire the skill of analyzing various rhetorical strategies and become efficient writers who can compose for a variety of purposes. Students will engage with texts written by a wide array of authors and come to learn the multiplicity of connections between the author's purpose, subject, and audience as it relates to the creation of a rhetorically effective piece of writing or language. Students will learn the art of crafting a convincing argument as well as the value of synthesizing information from a variety of texts to support their claims. Although the course is heavily focused on the reading of non-fiction prose, other genres of literature will be studied as well (fiction, drama, poetry, etc.) This course is designed to resemble an Introduction to College Composition Course that students may encounter at a collegiate setting. This course is designed to comply with curricular requirements as outlined by the College Board.

### AP English Literature and Composition

The AP English Literature and Composition course creates a knowledge base to facilitate the student's active participation in the process of analytical, interpretive, argumentative, and imaginative cognition through the intense study of literature and composition. The course will engage students in critical analysis and synthesis through the close reading and explication of literature representative of all centuries and ideals. Presenting the significance of historical and social values reflected within literature, students will intensely examine fundamentals of rhetorical theory/device (tropes and schemes), poetic device, style, and structure of a writer's art through voice and literary lenses. This course is aligned to the requirements set forth by College Board and is designed to enable each student to

discover various perspectives within different cultures and times, helping the individual to develop his or her own perception and communicative writing style.

### British Literature

British Literature is designed to further develop students' comprehensive understanding and appreciation of various genres of British Literature. Students will read and analyze classic texts from the Anglo-Saxon Period through the Modern Era. Students will be introduced to British authors in an effort to discover some of the most time-tested works of art in the English language. Within each unit of study, attention is given to all genres of literature: nonfiction, short story, drama, novel, and poetry. Students will have the opportunity to engage in interdisciplinary studies by examining history, culture, and art alongside the literature they read. Students will continue to build their vocabulary, reading, writing, and research skills to prepare them for postsecondary education.

### Foundations of Reading and Writing

This course is a comprehensive study of foundational skills in reading and writing. The literature selections include an intense study of language, textual analysis, and close reading, while the writing pieces emphasize grammar, vocabulary, organization, and rhetoric. All areas of study will require synthesis of multiple sources of information, as well as the evaluation of claims and arguments on the part of the speaker or author. Students will appraise, predict, and defend various works' impact on the culture in which it was written, our culture today, and the future of our world.

### Principles of Literary Analysis

Principles of Literary Analysis is designed to build on the reading, writing, and language curriculum established in ninth grade with a focus on a variety of literature, the English language, and critical and analytical writing. Throughout the year, students will have opportunities to develop and expand their knowledge of literature and language. They will demonstrate their mastery level of new learning through reading, writing, performance tasks and assessments. During each class period, students will participate in a range of learning experiences including class discussion, group work, lecture/note taking, essay writing and revision, as well as individual and group presentations and assignments. The main goal of this course is for students to have daily opportunities to hone the five literacies necessary for cogent and concise communication: listening, thinking, speaking, reading, and writing.

# SOCIAL STUDIES

The National Council for Social Studies states that “the primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.” To prepare our students to become productive citizens, the Social Studies Department is committed to engaging the students in understanding and expanding their knowledge of history and government. Formal and critical study of Western Civilization, United States History and American Government provide the students with the knowledge and skills to enter effectively into adult citizenship.

## Course Sequencing

Grade 9	Western Civ. CP/Honors
Grade 10	U.S. History 1 CP/Honors
Grade 11	U.S. History 2 CP/Honors <i>OR</i> AP U.S. History
Grade 12	Government CP/Honors

## Course Descriptions

### AP United States History

This course is divided into periods of time and emphasizes themes throughout American history. These themes include discussions of American diversity, the development of a unique American identity, the evolution of American culture, demographic changes over the course of America’s history, economic trends and transformations, environmental issues, the development of political institutions and the components of citizenship, social reform movements, the role of religion in the making of the United States and its impact in a multicultural society, the history of slavery and its legacies in this hemisphere, war and diplomacy, and the place of the United States in a global arena. Hard work and organization will be needed to learn and retain what will be required to be successful on the AP US History (APUSH) Exam in May.

### American Government

American Government will introduce students to the structures, processes, and issues of national and state government. The course gives emphasis to the responsibilities and rights of citizenship, the skills necessary for critical thinking, and the knowledge appropriate for wise decision making. Students are expected to apply knowledge gained in previous social studies courses to pursue deeper

understanding of American government. Contemporary issues will frame conversations about the Constitution, the courts, legislative and executive branches and federalism. Emphasis is also given to the dynamics of political decision-making and the degree to which citizens participate in political processes.

### United States History 1

This is a survey social studies course that will cover American history from the settlement of the Americas by Europeans to the end of the 19<sup>th</sup> Century. Concentration will be on the economic, political, social and artistic development of the United States during this time. This U.S. History course is designed to engage students while helping them develop an appreciation for how our history has led us to become the nation that we are today.

### United States History 2

This is a survey social studies course that will cover American history from the 1890's to the present. The concentration will be on the economic, political, social and artistic development of the United States during this time. This U.S. History course is designed to engage students while helping them develop an appreciation for how our history has led us to become the nation that we are today.

### Western Civilization

The focus of this course is the study of the historical development of people, places, and patterns of life from ancient times until 1700 AD. Students will use skills of historical and geographical analysis to explore the early history of the world. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages, the emergence of national monarchies in western Europe, the Renaissance, global exploration and the Enlightenment. The course will illuminate connections between our lives and those of our ancestors around the world.

## MATHEMATICS

The Charter Arts Mathematics Department is committed to high quality teaching and stresses the importance of meeting and addressing the diverse needs of all of our students. The Mathematics Department standards align tightly with the PA Core Standards of Mathematics, which include four standard areas: Numbers and Operations, Algebraic Concepts, Geometry, and Measurement, Data, and Probability. These standards offer a balance among conceptual understanding, procedural skills, and problem solving with an emphasis on applying mathematical ways of thinking to real world issues and challenges. Charter Arts offers a wide span of mathematical courses from Algebra 1 CP through the rigors of differential and integral calculus in a college level AP Calculus BC.

### Course Sequencing

Grade 9	Algebra 1 CP OR Algebra 2 CP/Honors OR Geometry CP/Honors
Grade 10	Algebra 2 CP/Honors OR Geometry CP/Honors OR Algebra 3/Trigonometry CP OR Pre-Calculus Honors
Grade 11	Geometry CP/Honors OR Algebra 3/Trigonometry CP OR Pre-Calculus Honors OR Calculus Honors OR AP Calculus AB
Grade 12	Algebra 3/Trigonometry CP OR Pre-Calculus Honors OR Calculus Honors OR AP Calculus AB OR AP Calculus BC

### Course Descriptions

#### Algebra 1 CP

This foundational course deals with developing the algebra of the real number system. It encompasses operations and expressions, linear equations and inequalities, functions, coordinate geometry, and data analysis. This course is closely aligned with the PA Core Standards and culminates with the student taking the Algebra 1 Keystone Exam.

## Algebra 2 CP/Honors

*Prerequisite: Algebra 1*

Algebra 2 starts with a continuation of concepts studied in Algebra 1. Students will be challenged by new concepts that require graphing skills, function analysis, solving higher order equations, investigating complex number systems, and working with matrices, radicals, rational functions, data analysis and probability.

## Algebra 3/Trigonometry CP

*Prerequisites: Algebra 2 and Geometry*

In this course, students will delve even deeper into higher order functions and the basics of trigonometry. This course will cover equations and inequalities; polynomial, rational, exponential, logarithmic, and trigonometric functions and their graphs; analytic trigonometry; and analytic geometry.

## AP Calculus AB

*Prerequisites: Algebra 3/Trigonometry or Pre-Calculus Honors*

This college level course prepares students to take the AP Calculus AB Exam for possible college credit. In this course, students will cover the following topics: algebraic limits, graphic limits, continuity, tangent lines, derivatives, differentiability, higher order derivatives, rules for derivatives, maximums, minimums, properties of derivatives and their graphs, extreme value theorem, mean-value theorem, related rates, optimization, applications of derivatives, anti-derivatives, definite integrals, exponential growth, numerical approximations, area between curves, area of rotations, and three- dimensional volumes.

## AP Calculus BC

*Prerequisite: AP Calculus AB*

This college level course prepares students to take the AP Calculus BC Exam for possible college credit. It continues with all AP Calculus I/AB topics plus additional material including the calculus of parametric and polar curves, vectors, Euler's method, improper integrals, advanced techniques of integration, and sequences and series. It is equivalent to a full year of college calculus.

## Calculus Honors

*Prerequisite: Algebra 3/Trigonometry or Pre-Calculus*

In this course, students will start their exploration into Calculus. This class will cover the following topics: algebraic limits, graphic limits, continuity, tangent lines, derivatives, differentiability, higher order derivatives, rules for derivatives, maximums, minimums, properties of derivatives and their graphs, extreme value theorem, mean-value theorem, related rates, optimization, applications of derivatives, anti-derivatives, and definite integrals.

## Geometry CP/Honors

### *Prerequisite: Algebra 1*

Geometry is the study of figures, their relationships, and the properties among them. In this course, students will discover and prove properties of parallel lines, triangles, quadrilaterals, and circles using axiomatic methods. This course relies heavily on concepts learned in Algebra that will be applied to geometric situations to solve problems.

## Pre-Calculus Honors

### *Prerequisites: Algebra 2 and Geometry*

This course will prepare students to continue their study of mathematics into AP Calculus I/AB. In this course, students will delve even deeper into higher order functions and the basics of trigonometry. This course will cover equations and inequalities; polynomial, rational, exponential, logarithmic, and trigonometric functions and their graphs; analytic trigonometry; analytic geometry; and an introduction into Calculus through continuity and limits.

## SCIENCE

The science curriculum at the Lehigh Valley Charter High School for the Arts begins with a full year of biology in ninth grade, which prepares students to take the Pennsylvania Biology Keystone Exam at the end of the school year. Biology, and all of our other science courses, include regular laboratory work and are designed to prepare students to take more advanced science courses at the collegiate level.

Further, integration of the arts in our science curriculum is strongly favored by our science faculty, as creativity and original thought are key components of successful scientific inquiry. Students are encouraged to take more than the required three years of science credits and are welcome to double-up on science courses beginning in the sophomore year. All courses place a heavy emphasis on the scientific method, problem solving, investigation, collaboration, and scientific writing and are aligned to the PA Core Standards.

### Course Sequencing

Grade 9	Biology CP/Honors
Grade 10	Environmental CP/Honors <i>AND</i> Chemistry CP/Honors
Grade 11	Chemistry CP/Honors <i>AND/OR</i> Physics CP/Honors <i>AND/OR</i> Anatomy and Physiology CP/Honors Environmental CP/Honors
Grade 12	Physics CP/Honors <i>OR</i> Anatomy and Physiology CP/Honors <i>OR</i> Astronomy <i>OR</i> AP Biology

### Course Descriptions

#### Anatomy and Physiology CP/H

The course entails an introduction to anatomy and physiology, organization of the body, anatomy and physiology of cells, histology, integumentary system, skeletal system, and the muscular system, given time permits. The course will also incorporate projects and dissections.

## AP Biology

*Additional lab period required*

*This course is open to seniors only.*

The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course and is approved by the College Board. The goal is to provide seniors with the conceptual framework, factual knowledge, and analytical skills necessary to deal with the rapidly changing science of biology. The course is structured around the Big Ideas identified by the College Board. The major concepts of the course include: molecules and cells, heredity and evolution, and organisms and populations. Students who are planning careers in science-related fields or the health/medical field are encouraged to consider this class. Extensive laboratory exercises, use of primary scientific literature, and scientific writing are expected in this course.

## Astronomy

*Available to seniors only.*

This is a full-year course which will study the following topics and concepts: history of the solar system, ancient vs modern astronomy, how we determine the composition of stars, Earth – Moon Relationships, measuring and classifying the stars, stellar evolution, and galaxies.

## Biology CP/H

This full-year course is designed to lead to mastery of key concepts and content in biochemistry, cellular biology, cellular energetics, genetics, evolution, and ecology. Emphasis will be placed on science as a process and the application of scientific concepts to everyday life. Laboratory work, including microscopy, will be an integral part of this course. Course content is aligned with the Pennsylvania State Keystone Standards and includes the use of online test preparation materials. All students enrolled in this course will take the Biology Keystone Exam at the end of the school year.

## Chemistry CP/H

This full-year chemistry course will prepare students to continue to study science at the college level. Topics covered include: chemical and physical change, scientific measurement, atomic structure, the importance of electrons (including electron configuration and quantum mechanics), the periodic table, ionic and covalent bonding, chemical names and formulas, types of reactions, and stoichiometry. Each topic in the course is accompanied by at least one laboratory exercise. Students will be required to identify and safely and properly use the most common components of a chemistry laboratory, including various types of glassware, Bunsen burner, triple-beam and electronic balance, distillation apparatus, and various inorganic

chemicals. At the honors level, students will be expected to have greater mastery of mathematical concepts, and more advanced topics, including nuclear chemistry and thermodynamics if time permits.

### Environmental CP/H

The Environmental Science course is a multi-disciplinary scientific approach to understanding the environment and humanity's place within it and is required during the sophomore year. This course begins where the first year of biology ends (ecology and evolution) and delves more deeply into topics such as natural selection, populations, biogeochemical cycles, climate, environmental hazards, soil and agriculture, the atmosphere, urbanization, and the challenge of sustainability. Honors-level environmental science may also include study of the chemistry of hydrocarbons and acids/bases as they relate to energy sources and pollution, and the application of the study of ethics and economics to environmental science. Students at both levels will be using hands-on laboratory exercises, as well as real-life case studies, to reinforce understanding of concepts and to encourage critical thinking about current and recent events related to the environment.

### Physics CP/H

This full-year course will prepare students to take Physics I (Mechanics) at a college level. Topics covered include frames of reference, linear motion, projectile motion, forces, Newton's laws of motion, momentum, energy, rotational motion, torque, gravity, and Einstein's theories of special and general relativity. Demonstrations and laboratory exercises involving these concepts are incorporated. Algebra is used throughout the course at both the CP and Honors levels.

## WORLD LANGUAGE

In order to create well-rounded and informed citizens of the 21st century, the World Language Department at Charter Arts will prepare students to interact in real life and social situations in the target language, and students will gain a greater appreciation of the various diverse cultures in which the language is spoken.

Our mission is to provide 90% target language instruction in all courses from levels one through Advanced Placement (AP) in order to better prepare students for real world experiences and maximize their target language practice in school. World Language faculty will measure student progress through a variety of task-based assessments that show progress in communication, cultures, connections, comparisons, and community as identified by the American Council on the Teaching of Foreign Languages (ACTFL). By level four, all students will reach ACTFL Intermediate-Mid proficiency level and will be able to converse in lengthy conversations in the target language. Additional authentic experiences and opportunities will be facilitated by world language faculty in order to enhance student learning inside and outside of the classroom and instill a love of language and culture.

### Course Descriptions

#### AP Spanish

This course follows the guidelines of the College Board® AP Spanish Language and Culture course and provides opportunities for students to demonstrate their proficiency in the modes of communication from the Intermediate to the Pre-Advanced range in three modes of communication (Interpretive, Interpersonal, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP® Spanish Language and Culture course. Students will also prepare for the AP Spanish Language Exam by studying variety instructional materials and resources.

#### Chinese/Asian Studies I

This course will serve as an introduction to Chinese language (Mandarin) and various Asian cultures. Students will study culture, characters, and pronunciation using the four main tones. Students will learn to read and write basic characters, use basic sentence structures and develop basic conversational skills.

#### Chinese/Asian Studies II

This course is a continuation of Chinese/Asian Studies I. Students will review and expand their knowledge of characters, sentence structures and grammar. They will enhance their reading comprehension and character writing skills. Students will

practice speaking and pronunciation with their classmates, sharing dialogues and short skits. Students will continue to explore the variety of different cultures in Asia, with a focus on East Asia.

### Chinese/Asian Studies III

This course is a continuation of Chinese/Asian Studies II. We will review what we have learned in both levels I and II, while exploring deeper cultural concepts and adding to our vocabulary of characters. Students will continue to practice their speaking skills, focusing on accurate pronunciation, fluid structural transitions, and listening in conversation. In this course students will also advance their reading abilities, concentrating their attention on characters. We will also take a closer look at East Asian cultures and do our own investigative research.

### French 1

French 1 serves as an introduction to the basics of the French language and culture. It is designed to equip students with the very fundamental verbs and vocabulary, as well as an awareness of the structure of the language and francophone cultures. Students will be introduced to vocabulary such as greetings, school, colors, activities, and family. Students will also be introduced to the present tense and the near future. The class is designed to give students intense exposure to spoken and written French even at beginner level.

### French 2

French 2 is a continuation of French 1. It is an intermediate course that expands upon the foundation built in French 1. The course addresses cultural issues, which will enable the students to gain insight into differences and similarities between the United States and different countries in the French-speaking world. The students will be introduced to more vocabulary, such as the house, shopping, clothing, directions, and fundamental sentence structures in the present, near future, and introduction to the past. Everyday vocabulary, pronunciation, and grammar are stressed as indispensable tools for comprehension and expression. French customs, culture, and everyday life are also highlighted. The class is designed to give students intense exposure to spoken and written French.

### French 3

The third level of French at Charter Arts serves to strengthen the knowledge and use of tenses and grammatical points learned previously, while also introducing new tenses such as the imperfect ("l'imparfait") and to be able to narrate and read stories in the past. Students will also learn the future tense and discuss their plans for the future. Students will continue to strengthen their vocabulary on a variety of topics. French 3 aims to also move students beyond the fundamentals to begin an

exploration of cultural themes in French. During this exploration, students will gain a deeper understanding of the structure of the language and be able to begin communicating about these themes in French on a daily basis.

#### French 4

French 4 serves to introduce new higher level tenses and to strengthen them through storytelling, reading, and classroom discussions. Additionally, this course aims to build on students' communicative skills through further exploration of cultural themes such as the ecology, environment, equality, human rights, and more. Students will apply their knowledge of language structures, vocabulary, and grammar to offer unique perspectives during conversations in French on a daily basis. Furthermore, students will embark on various culturally themed projects, enhancing their language experience and equipping them for travel and French studies beyond high school.

#### Spanish 1

Students will begin their Spanish language study by developing communication skills with familiar themes such as school, friends, activities, and family. Students will study vocabulary and grammar in the present tense through the lens of the Spanish and Latino culture. The class is designed to give students intense exposure to spoken and written Spanish even at the most basic level.

#### Spanish 2

Students will continue their Spanish language study by further developing communication skills within themes such as family, home, shopping, and sports. Vocabulary and grammar, while still focusing on the present tense, becomes more complex. Students delve deeper into the practices and perspectives in Spanish and Latino culture. The class is designed to give students intense exposure to spoken and written Spanish through target language instruction and culturally authentic resources.

#### Spanish 3

As students move into upper-level Spanish language study, focus will be placed on communication outside of the present tense. Both preterite and imperfect tenses are introduced through themes such as traditions, careers, foods, and feelings. While exploring more in-depth cultural topics, including history, students will expand vocabulary and improve all aspects of communication.

## Spanish 4

Students will begin to tackle the most complex structures of Spanish grammar such as the subjunctive mood through themes such as travel, art, social change, and technology. Deep Spanish and Latino cultural and societal history and perspectives are explored. This class will prepare students for AP Spanish or conversational-level college courses.

## Seminar Series

### Charter Arts Freshman Seminar

#### *Required for all freshman*

As an extension of new student orientation, this course will acclimate incoming students to Charter Arts and will help to ensure a smooth transition from middle to high school. Executive functioning strategies will be modeled and introduced, including, but not limited to, note-taking, time management, planning, and organizing. Students will also be introduced to various technology resources available to enhance their learning experience, and additionally, students will explore Naviance, a web-based resource provided at no cost to Charter Arts' students to help students align their strengths and interests with their postsecondary goals.

### Health and Wellness

#### *Required for all sophomores*

Health and Wellness course will focus on understanding and improving the whole self and will engage students in conversations about healthy living and the consequences of risk-taking behavior, including, but not limited to, the use, misuse, and abuse of drugs and alcohol and sex education. Additionally, students will explore the availability of mental, social, and emotional resources within their local communities, and they will research and debate national health policies and legislation and the impact that these policies have on society at large – past, present, and future.

## Elective Offerings

***If a course listed in this section requires an audition, these auditions must be scheduled with the Director of the artistic area PRIOR to May 1 for currently enrolled students and August 1<sup>st</sup> for new/transfer students.***

- *Elective courses are offered to all majors unless specified as such.*
- *Elective courses are meant to be taken one time and not repeated.*
- *Some electives are grade specific and are listed as such.*
  - *pre-requisites and major restrictions are listed in blue*
  - *audition based electives are highlighted*
  - *grade level specific electives are color coded*
- *Request of an elective course is not a guarantee to be scheduled for the course.*
- *Electives will be filled based on available sections and seniority.*

## Elective Quicklook by Grade

Course Title	Grade 9	Grade 10	Grade 11	Grade 12
AP Art History				X
Broadcast Production **				X
Contemporary Music Ensemble	X	X	X	X
Creative Process for the Dancer *	X	X	X	X
Creative Writing			X	X
Foundations of Audio & Video Production			X	X
Introduction to Graphic Design	X	X	X	X
Introduction to Acting	X	X	X	X
Introduction to Dance	X	X	X	X
Introduction to Photography	X	X	X	X
Introduction to Vocal Techniques	X	X	X	X
Jazz Ensemble *	X	X	X	X
Journalism		X	X	X
Music Theater Performance **			X	X
Orchestra *	X	X	X	X
Percussion Ensemble *	X	X	X	X
Personal Finance			X	X
Psychology			X	X
SAT Prep English		X	X	
SAT Math Prep		X	X	
Sociology			X	X
String Ensemble*	X	X	X	X
Touring Choir *	X	X	X	X
Treble Choir *	X	X	X	X
Wind Ensemble *	X	X	X	X
Yearbook			X	X
Yoga				X

\* Denotes a special requirement. Please see course description for more information.

\*\* Denotes a prerequisite is necessary before enrolling in the course.

## AP Art History

### Seniors only

This is an accelerated reading and writing intensive art history survey course that prepares qualifying students for the AP Art History exam. Emphasis is placed on developing enduring knowledge of artwork content areas and understanding of overarching big ideas and essential questions about art. Students who successfully complete the AP exam may be eligible for college credit.

## Broadcast Production

### Seniors only

#### Prerequisite: Foundations of Audio and Video Production

Students enrolled in this course will produce regular broadcast content and audio recordings for a variety of media outlets, including but not limited to, podcasts, live video streaming, audio recording, etc. Production students will support Journalism students by producing their work using a variety of media outlets. Students will explore various positions required for production, including being camera operators, audio operators, floor managers, producers, technical directors, graphic designers, and on-air talent.

## Contemporary Music Ensemble

This class engages students in working together to create an exciting vocal ensemble. The emphasis will be on understanding harmonies, retention of material, and self-expression through song and performance. Students will have the opportunity to audition for solos. Major topics to be covered include developing an understanding of historical and contemporary gospel music as well as contemporary popular music. No audition required.

## Creative Process for the Dancer

### By audition only

This course will engage students in a creative dance process ranging from collaborating with peers and creating choreography to getting feedback from faculty members. Student choreographers and dancers will develop and sharpen their technical and choreographic skills and artistry while learning, through observation and first-hand experience, how to navigate the creative process. The outcome and final exam of the first unit of this course will be an exhibition, by choreographers and dancers, of a completed choreographic work. Some of these works will be chosen for inclusion in the Dance Department's annual *Dance Soup Concert*. In the second unit, senior dance majors will create work on freshman, sophomore and junior peers enrolled in the course. Formal performance of this choreographic work in the Dance Department's *Young Choreographers In Concert* will serve as the final exam. In the final weeks of this course, students will engage

in additional creative experiences relating to the world of dance choreography. It is recommended that all students involved in this elective are concurrently enrolled in dance classes at Charter Arts OR in the community to maintain physical conditioning. Further, all students participating in this course must be available and commit to all rehearsals and performances in and outside of regular school days. A general schedule will be shared prior to the audition.

### Creative Writing

#### *Juniors and seniors only*

Creative Writing is a year-long seminar-style course designed to give juniors and seniors exposure to and practice with various modes of creative writing. During the first semester, students will study the language and form of the personal essay, opinion-editorial, poetry, and fable. Lessons examine how language is at least as much a matter of craft as of rules, and students will explore how words, syntax, and punctuation achieve particular functions and rhetorical effects.

During the second semester, students will grow their working style, expanding their pieces as they write and workshop the short story, satire, playwriting, and memoir. Students may choose to work collaboratively and interdisciplinary on a variety of creative projects to include, for example, visual art and music. The year will culminate with an overview of best practices for submitting work to publishers.

### Foundations of Audio and Video Production

#### *Juniors and seniors only*

Students will learn the skills necessary to effectively produce audio and video projects. Techniques in directing, shooting video, audio engineering, and production organization will be used to create both audio recordings and video projects. Real-world experience will be provided by covering school events and recording music projects. To that end, students will be required to attend various school events after-school, in the evenings, and on weekends in order to meet course requirements.

### Introduction to Graphic Design

In this course students will learn how technology shapes the world of print and media. Students will become acquainted with the roles, responsibilities, and objectives of professional graphic designers, and gain marketable computer skills for the workplace or post-secondary education. Topics will include the elements and principles of graphic design, composition, layout, typography, color, and navigating graphic design programs. Students will also hone their composition and design sensibilities. This course is geared for students interested in graphic design but no prior experience is required.

### Introduction to Acting

This course is designed to acquaint the beginning actor with the technique and methodology behind the study of acting. Through improvisation, vocal and physical warm ups, analytical discussions, and a review of basic “Method” principles, students will gain a deeper understanding of the skills and authenticity required to create compelling characters. Through exercises, monologues and scene studies, students will improve upon their innate abilities to be more emotionally, physically, and vocally expressive. This course is designed for students that are not currently enrolled as theater majors.

### Introduction to Dance

Students will learn or hone their basic technical dance skills. Ballet and modern will be explored in addition to other dance forms. Alignment, correct use of turn out, musicality, flexibility and use of correct terminology will be the subject matter that is addressed. Work-out clothing is required dress code and no previous dance experience is required.

### Introduction to Photography

This elective course emphasizes fundamental skills of photography, including how to capture proper exposure using the camera in a manual operating mode. Students will explore techniques such as high and low depth of field, motion freeze, and motion blur. The course will explore photographic compositional tools including, but not limited to, the rule of thirds. Throughout the course students will be encouraged to explore photography as both a science and means of self-expression. No prior experience is required. This course is designed for students that are not currently enrolled in the Visual Art department.

### Introduction to Vocal Techniques

Introduction to Vocal Techniques is an elective course designed to foster vocal growth and build confidence in students from a variety of backgrounds. The course focuses on vocal and performance techniques, such as pitch, time, tone, shape, performance, and memory, and is designed to prepare students to read music, sing solo songs, and perform in a choral group. No prior singing experience required. This course is designed for students that are not currently enrolled in the Vocal Music department.

## Jazz Ensemble

**By audition only**

The Charter Arts Big Band is an opportunity to learn jazz within the performance of classic big band repertoire and language. The group performs many times throughout the year, most notably at the Steel Stacks High School Jazz Showcase.

## Journalism

**Sophomores, juniors, and seniors only**

Journalism and how it's delivered to the public constantly changes, but the basics of reporting, writing and storytelling remain the same. This course will immerse students in the world of journalism. Students will research topics, interview others, write, edit, fact-check, then report and deliver content for any number of Charter Arts media outlets. Students will become better writers, better storytellers, and feel empowered to deal with issues of ethics, fairness, objectivity, balanced reporting and the rights and responsibilities of journalists. They will understand how responsible journalism is essential in our society and how the media can expand public discourse for good or bad. Students will sample the many of the jobs of a journalist, from assignments editor, reporter, writer, editor, visual artist, to editor-in-chief, producer and publisher. Each assignment will have the goal of student work being published, printed, produced, or broadcasted. This course can be a springboard to future study in television production, or writing for publications.

## Musical Theater Performance

**Juniors and seniors only**

**Prerequisite: Introduction to Acting and/or Introduction to Vocal Techniques\*\***

This course is a performance-based class that requires students to create a portfolio of audition material for Musical Theatre, performing individually and/or with others in front of the class. Students will develop the skills necessary to prepare a polished piece for a musical theater audition and to approach a callback with confidence. Students will be introduced to a variety of genres and will perform in units focused on dance, voice, and acting. Written and performance assignments will draw upon previous personal experiences and from prerequisite coursework to enhance and further develop musical theatre skills.

*\*\*Vocal majors only need to take Introduction to Acting as a prerequisite. Theatre majors only need to take Introduction to Vocal Techniques as a prerequisite. All other majors need to take both courses prior to enrolling in Musical Theater so that the student is building on a base of knowledge established in the prerequisite courses.*

## Orchestra

### By audition only

The Orchestra at Charter Arts is designed to inspire students in the enjoyment and enthusiasm of music and performing in a larger ensemble. Students come to Charter Arts with a basic background of skills and talents. The orchestra provides students with an opportunity to further develop and refine their skills performing orchestral repertoire. Rehearsal setting and techniques are those that are found in a professional setting. Students learn to work as a cohesive unit to perform challenging repertoire at the highest level.

## Percussion Ensemble

### By audition only

Percussion Ensemble is mostly comprised of percussion majors and prepares percussion literature for both the fall and spring concerts, the *Night of Percussion* concert, and any other performance opportunities. Rehearsals act as an opportunity to apply concepts learned in percussion technique classes as well as providing students with valuable ensemble concepts.

## Personal Finance

### Juniors and seniors only

Personal Finance is a course designed to provide a fundamental understanding for making informed personal financial decisions. Topics covered will include money management, spending and credit, saving and investing, paying for college, making a budget, managing bank accounts, debit and credit card use, and financing for a car and housing. This course does not fulfill mathematics graduation requirements and is considered an elective offered by the department.

## Psychology

### Juniors and seniors only

This course focuses on individual behavior and why an individual thinks, feels, and reacts to certain stimuli. Major emphasis will be placed on research methods, stages in infancy, childhood and adolescence, how the brain works, altered states of consciousness, psychological testing, and psychological disorders. Students will study different theories derived from Freud, Pavlov, Maslow, Piaget, Erikson, Kohlberg and Gardner among others. In addition, one quarter of this course will be devoted to performance psychology. Students will be exposed to skills and techniques that will allow them to achieve various levels of success in their selected areas of performance by building on and broadening their skills for managing anxiety and dealing with high pressure performances.

## SAT Prep English

### Semester

#### Sophomores and juniors only

SAT Prep is designed to help prepare students for the SAT test. In addition to reviewing the basic verbal skills assessed on the SAT, students will learn test-taking strategies specific to the exam. Coursework includes samples with explanations, grading rubrics for peer and self-assessment, practice tests with complete multiple-choice assessments, essays prompts, and study resources. Independent practice is followed by guided collaborative review. Upon successful completion, students will possess the tools necessary to complete the SAT to the best of their ability. Although there is no prerequisite, it is highly recommended that students take this course during their 11th grade year.

## SAT Math Prep

### Semester

#### Sophomores and juniors only

This class is designed to prepare students for the math section of the SAT. Specifically, this course will provide students with an individualized study plan, which will be created for each student based on data analyzed from initial assessment. Math review and support will be tailored to individual students' needs. By the end of the course, students will be familiar with the SAT testing format, be able to implement test taking strategies and time saving strategies in order to enhance their performance on the SAT, and will have reviewed fundamental mathematical concepts in Algebra 1, Algebra II, Geometry, Trigonometry, and Statistics. Although not required, it is highly recommended that students who enroll in this course should have successfully completed Algebra 1, Algebra 2 and either be currently enrolled in or have completed Geometry.

## Sociology

#### Juniors and seniors only

This course introduces the scientific study of human society, culture, and social interactions among groups, social institutions, and individuals. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Positive human relationships are an essential part of a civilized society and how we interact with each other is important so that we can find answers to questions and solve problems in our world. This course deals with the social atmosphere that helps to make us who we are and how we behave.

## String Ensemble

### **By audition only**

The String Ensemble studies and performs repertoire of the Baroque era to the present day. The concept of Professional Promise (*i.e.* professionalism/respect) will be reinforced in every class. Each semester varies in study and performance of selected repertoire.

## Touring Choir

### **By audition only**

The Charter Arts Touring Choir is a 30-35 voice mixed choral ensemble, auditioned from all grades and majors of the school's student body. Members of the Charter Arts Touring Choir serve as artistic ambassadors for Charter Arts through numerous community, regional and international performances. Touring Choir performs a wide variety of choral music from the past five centuries. . Each member must demonstrate excellent score-reading ability, mastery of the choral voice and the determination of a true vocal interpreter.

## Treble Choir

### **By audition only**

The Charter Arts Treble Choir is a choral ensemble of equal voices open to all students of the student body. It is dedicated to the performance of the finest literature for the treble voice choir from the past five centuries. Acceptance into the ensemble is based upon an audition. Members of the Treble Choir serve as artistic ambassadors of Charter Arts through numerous community and regional performances. Each member must demonstrate excellent score-reading ability, development of the choral voice, and the determination of a true vocal interpreter

## Wind Ensemble

### **By audition only**

Wind Ensemble is mostly comprised of instrumental majors and prepares wind band literature for both the fall and spring concerts as well as any other performance opportunities. Rehearsals act as an opportunity to apply concepts learned in instrumental technique classes as well as providing students with valuable ensemble concepts. By the end of the year, students will be able to perform modern and traditional band music at a higher level, develop team building skills by working together as an ensemble, develop their overall musicianship, and refine their discipline and work ethic through rehearsals and individual practice.

## Yearbook

*Open to juniors and seniors only*

The Yearbook elective is designed to give students the opportunity to learn elements of journalism, and the foundations of design, page layout, and letter type, through the creation of the Charter Arts yearbook from inception to final product. Students will learn how to work collaboratively as an editorial team and each student will learn how to fulfill the duties and roles of a photographer, reporter, graphic designer, and editor. They will learn how to navigate and work with yearbook design software that will give them experience in graphic design and formatting, in addition to conducting interviews, taking photos, and learning how to adhere to a schedule and meet deadlines.

## Yoga

*Seniors only*

This class is designed for students new to yoga and those with some basic knowledge. Students will learn the fundamentals of yoga in a group setting. The class will cover the background of yoga traditions and students will learn poses, or asana sequences, meditation and breathing techniques. This course will help reduce stress, strengthen the body, and the mind. You'll walk out feeling embodied, empowered, and energized.

## Special Education

Under Pennsylvania and federal laws, a student who meets the eligibility requirements for special education has the right to participate in the general education curriculum in the regular education classroom in the Least Restrictive Environment (LRE). The program of support services is described in the student's Individualized Education Program (IEP). Providing a Free and Appropriate Public Education (FAPE) for a student with a disability begins with the consideration of services in the LRE. The organization and delivery of special education services are planned in a flexible and responsive manner to accommodate the students' special needs of eligibility without removing the student, unnecessarily, from the general education curriculum in the general education classroom. Supplementary aids and services received by the student are dependent on his/her individual needs.

Students shall participate in the general education curriculum in the general education classroom to the maximum extent appropriate, which may be accommodated, adapted, or modified to meet the individual requirements as set forth in the specially designed instructions of their IEP. The Lehigh Valley Charter High School for The Arts, in collaboration with Colonial IU20, provides a full continuum of services and programs.

Transition planning begins at age 14. The IEP team will discuss and determine the services and activities that will prepare the student for life after high school through the transition planning process. The IEP team, including the student and parent, will plan transition activities to prepare the student for post-high school experiences. Discussions during transition planning include: college or post-high school planning; employment exploration; and independent living, including recreation or leisure activities. The transition planning includes consideration of the types of courses the student will take during high school. Early planning encourages a coordinated effort between the present and future goals of the student. Students are encouraged to prepare for a post-high school education, whether it is college or a trade/technical school. Students who are considering college are encouraged to take the PSAT and SAT assessments, with or without accommodations.

All students receiving special education services are guaranteed the right for the opportunity to earn a high school diploma. To be awarded a diploma, the eligible student must successfully complete all required courses and credits, as well as meet performance standards on assessments.

## Title 1

Charter Arts receives Title I funding from the federal government to provide a Targeted Assistance program for students who are at-risk of not meeting the state's rigorous academic standards and graduation requirements. If a student meets one or more of the following criteria, they are eligible to receive supplemental services as outlined below. Additionally, eligible students will receive a school-parent compact and family involvement policy.

Criteria for eligibility:

- Basic/Below Basic Keystone Exam Scores
- Prior course failures (English/Math/Science)
- Student Support Team (SST) referral
- Low course grades
- Historical low PA assessment performance
- Homeless/Foster

### Algebra Extension

This supplemental course is taken concurrently with the core Algebra 1 course. Students who are identified as needing additional support in Algebra will be placed in this class. This course is closely aligned with the PA Core Standards.

### Keystone Workshop (Algebra 1, Biology, Literature)

*Required if not proficient on Algebra 1, Biology, and/or Literature Keystone Exam*

Keystone Workshop courses provide students with remediation and supplemental instruction prior to retaking the Keystone Exams. Algebra 1, Biology, and/or Literature skills and content will be re-taught and reviewed, and students will be supported on an individual basis. The goal of these classes is to prepare students to retake the Keystone Exams in order to achieve a proficient score. More up-to-date information about Keystone Exams can be found on our school website.

### Project Based Assessment (Algebra 1, Biology, Literature)

*Prerequisite: Algebra 1, Biology, or Literature Keystone Workshop*

Students enrolled in the Project Based Assessments (PBA) course will participate in online coursework developed and required by the state of Pennsylvania. The state of Pennsylvania developed this online assessment system for students that have been unable to earn a score of proficient on the Keystone Exams. Students will be required by state law to earn a score of proficient on a PBA in order to graduate. More up-to-date information about Keystone Exams and PBA's can be found on our school website.