

THE
LEHIGH VALLEY
CHARTER HIGH SCHOOL
FOR THE **ARTS**



CHARTER ARTS

2022 - 2023
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 more than 10 counties in the Lehigh Valley and eastern Pennsylvania. Charter Arts serves 650 students, which represent over 45 separate Pennsylvania school districts. Students audition for acceptance into one of seven artistic majors: dance, instrumental music, literary arts, production arts, theatre, visual arts, 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 engage in a full academic (core) schedule during the other half of the day. All Charter Arts auditions are academically blind, and students are accepted based solely on their artistic talent and potential.

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 artistic and core.

For more detailed information about auditions and our open house events, please visit our website at www.charterarts.org or email admissions@charterarts.org.

NOTE: It may be necessary to propose further changes to this course catalog based on COVID-19 related guidance, PDE Keystone waivers, and other COVID-19 related information. Please refer to our website for the most up-to-date information.

Cover designed by: [Maxwell Krug](#)

Lehigh Valley Charter High School for the Arts
321 E. 3rd Street, Bethlehem, PA 18015
p.610.868.2971 f.610.868.1446
www.charterarts.org

*Dr. Carise Comstock, Superintendent & CEO
Jessica Diana, Assistant Principal of Specialized Services
Jennifer Levernier, Assistant Principal of Operations*

Table of Contents

Welcome to Charter Arts	1
Our Mission	4
Our Vision	4
Awards & Recognition	4
Equity, Diversity, & Inclusion (EDI)	5
Graduation Requirements	5
Chapter 339 Career Readiness Artifact Collection	6
Advisory Period	7
Internship/Community Service Hours	7
Artistic Capstone Project	8
Keystone Exams	8
Course Scheduling Process	9
Schedule Changes	10
Courses not taken at Charter Arts	10
Credit Recovery/Retention	11
Academic Rigor	12
Performance & Engagement Expectations	13
Grading	13
Artistic Departments	15
DANCE	15
LITERARY ARTS	19
INSTRUMENTAL & VOCAL MUSIC	23
PRODUCTION ARTS	36
THEATRE	40
VISUAL ARTS	43
Core Departments	46
ENGLISH	46
MATHEMATICS	49
SCIENCE	51
SOCIAL STUDIES	54
WORLD LANGUAGE	56
SOCIAL/ EMOTIONAL HEALTH & WELLNESS	59
ELECTIVES	60
Special Education	69

Our Mission

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.

Our Vision

To develop the next generation of collaborative artists and innovative thinkers who will impact the world with a unique vision and voice.

Awards & Recognition

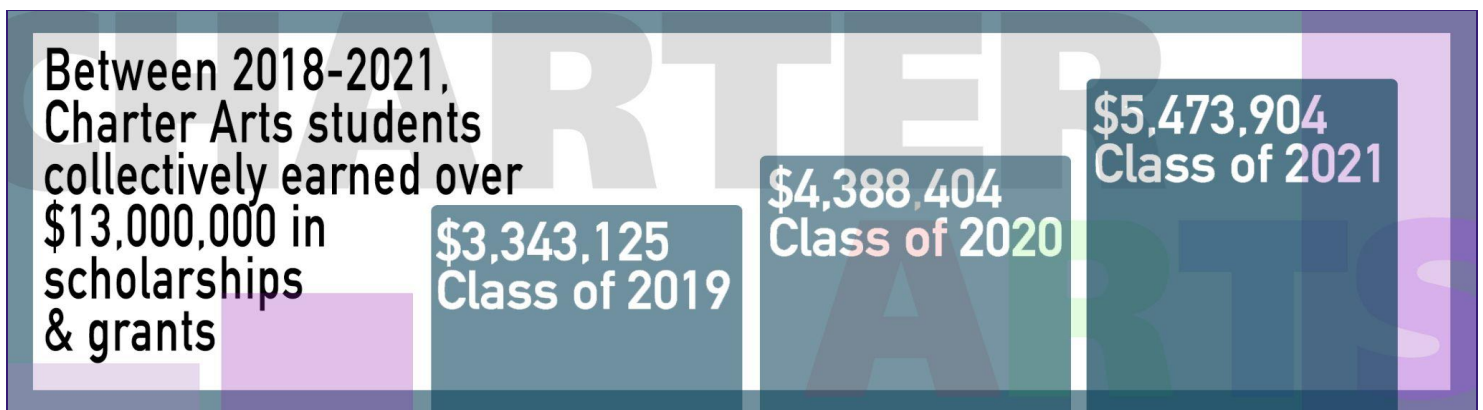
Charter Arts is proud to celebrate its nineteenth year as one of the most respected high schools for the arts in the nation. Charter Arts was one of only 349 schools in the nation to be named a 2018 National Blue Ribbon School of Excellence by the U.S. Department of Education. In 2020, the school earned the Title I Distinguished School designation for the fourth year in a row, placing it in the top 5 % of all Title I high schools in the Commonwealth of Pennsylvania. Recently, Charter Arts was ranked as #1 Best Public High School Teachers in PA (out of 666) and #1 Best Charter High School in Pennsylvania on Niche's 2021 Best Schools in America Rankings.



[CLICK HERE](#) to read more about the Blue Ribbon Schools program and this prestigious national award. This award reminds us that our commitment to providing a rigorous and artistic education schoolwide, combined with a focus on supporting students socially and emotionally, ensures success! [Click HERE](#) our performance on the state's Future Ready PA Index dashboard!

Charter Arts is considered one of the most respected high schools for the arts in the country, 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! [Read alum success stories on our website!](#)

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



Equity, Diversity, & Inclusion (EDI)

In June 2020, the Board of Directors for the Lehigh Valley Charter High School for the Arts (Charter Arts) unanimously passed a *Resolution on Equity, Diversity and Inclusion*. While acknowledging the many barriers in our country that impede equity, diversity, and inclusion, the Charter Arts Board and administrative team firmly believe that a more diverse environment and inclusive culture in our school community will lead to better student outcomes artistically, academically, socially, and emotionally. As such, we are committed to creating more equitable and inclusive practices that value and celebrate the diversity of our student body and community.

In June 2021, the Board of Directors unanimously approved a strategic plan, which was developed collaboratively with a team of representatives, including students, teachers, parents, community/board members, and administrators. This plan outlines four overarching goals related to (1) Curriculum & Instruction, (2) Student Support & School Climate, (3) Employee Recruitment, Retention, & Advancement, and (4) Community Engagement, each with specific, actionable, and measurable strategies for attainments over three to five years.

We are committed to intentionally and consistently promoting positive change towards more equitable and inclusive practices in our curriculum, school climate, employee development, and community partnerships. Courses throughout this course catalog will continue to infuse EDI elements and practices this year and beyond. We invite all of our stakeholders and school community members to join us in this work as together we recognize, honor, and celebrate the diverse cultures, identities, and perspectives that truly make us Charter Arts.

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.

Requirement	Number of Credits needed	Requirement	Details
English	4 credits	Community Service/ Internship Hours	Pass/Fail
History	4 credits	Artistic Capstone Project	Outlined, supported, and assessed by department
Mathematics	3 credits (minimum)	Health & Wellness	.5 credit (10th grade)
Science	3 credits (minimum)	Career & College Portfolio (completed by junior year)	Pass/Fail
World Language	2 credits (minimum/same language recommended)	Electives	1 credit (Effective starting with the Class of 2022)
Artistic Major <i>4 credits per year of attendance</i>	16 credits (4 years of attendance) 12 credits (3 years of attendance) 8 credits (2 years of attendance) 4 credits (1 year of attendance)	Keystone Exams*	Proficient or Advanced for Pathway 1**

Chapter 339 Career Readiness Artifact Collection

In compliance with Pennsylvania Department of Education's (PDE) Career Readiness Indicator for the Future Ready PA Index and ESSA Accountability standards, all students will need to, "Understand career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Development of knowledge and skills in job-seeking and job-retaining competencies, and the skills to succeed in the occupation for which they are prepared" (22 Pa. Code § 4.12[5]). The Pennsylvania State Board of Education has established the Academic Standards for Career Education and Work (CEW standards). These standards must be completed by the end of high school students 11th grade year:

Career Awareness & Preparation (Section 13.1);
Career Acquisition (Getting a Job) (Section 13.2);
Career Retention & Advancement (Section 13.3); and
Entrepreneurship (Section 13.4).

To demonstrate that all Charter Arts students know and apply these standards, PDE requires that students maintain a portfolio, which includes at minimum eight (8) career artifacts (or assignments). These artifacts will be completed and stored in each student's Naviance portfolio. Students will be asked to complete artifacts each year according to the following schedule by grade level:

Grade 9	AchieveWorks/Personality Career Interest Profiler
Grade 10	My Career Clusters (9.7) My College Options (10.10) My Career Goals (11.2)
Grade 11	College SuperMatch (11.9) Being Career Ready (12.3) My Resume (12.5)

Moreover, in order to graduate, students need will need to complete one of the following artifact samples based on their post-high school plan:

1. College SuperMatch Search (for students planning to attend a 4-year college or university, 2-year Associate's Degree or Technical Certification);
2. Job Interview & Shadow Reflection Journal (for students who currently work part-time);
3. Military Exploration & Reflection (for students planning to enlist in the military); or
4. Proof of current or promised employment in a career field of interest (for students planning to enter the workforce or pursue an apprenticeship).

Transfer Students: Due to the inability to access artifacts completed at other high schools, any student who transfers into Charter Arts after the start of their 9th grade year will be required to complete all artifacts, even if any of the above listed artifacts have been completed by that student at their previous high school. 12th grade transfer students will still be required to complete all career artifacts in order to graduate even though their career portfolios were to be completed by the end of junior year as Charter Arts needs this documentation on file for school accountability purposes.

Additional (but not required) career artifacts benchmarks that can be added to a student's career portfolio include, but are not limited to: career-based graduation project, career plan, grade 9-12 "I" statements, interview and interview notes, research reports, career journal or log, budget of finance plan, timeline or work plan, and business plan.

Lastly, each student will need to attest that they have completed all required college and career artifacts by submitting their Portfolio Verification & Authorization form. This document needs to be signed by the student, and their parent or guardian, and all other school employees/designees as outlined on the form.

Advisory Period

At Charter Arts, we are deeply committed to providing our students with a robust educational program to support them artistically, academically, socially, and emotionally. At the start of their school day, all Charter Arts students will be enrolled in a daily advisory period focused on community building, social/emotional support, and career/college exploration as appropriate for their grade level.

In addition to community building and social/emotional wellness activities, advisory will provide opportunities for all students to engage in career and college planning activities through our Naviance portal. Students will engage in this portfolio creation beyond the scheduled Advisory period, but this is an opportunity for all students to begin this process and receive support from their Advisory mentor teacher. While Advisory is non-credit bearing, completion of this Career & College Portfolio is required for graduation per state requirements.

Internship/Community Service Hours

Charter Arts requires that all students complete a prorated amount of community service/internship hours as a graduation requirement to earn their diploma. More specifically, a student's hourly requirement is adjusted (prorated) based on their years of attendance at Charter Arts. The minimum hourly requirement is as follows:

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

NOTE: Due to the COVID-19 Pandemic, Community Service requirements will be reduced by 30 hours for students in the class of 2023. Requirements for the Class of 2024 will be reduced by 15 hours.

All Charter Arts students are required to provide documentation of their internship/community service hours upon completion and are encouraged to submit documentation as they accumulate each year. The documentation of all hours is due by no later than the end of the third marking period senior year (i.e. April 1st). Community Service/Internship log sheet(s) are available on the school's website (in the Forms Library) and/or the School Counseling Suite. Failure to fulfill and document all required hours will prevent your child from participating in the Charter Arts' graduation ceremony and receiving their high school diploma.

At the point in time that a student documents the minimum number of hours to meet their Community Service/Internship Hour requirement, Charter Arts applies a "P" (pass) to their Official Transcript and award one (1.0) credit toward their graduation requirements. Each year during the Charter Arts' graduation ceremony, we recognize students who exceed our requirement with more than 100 hours of Community Service/Internship Hours. Students are encouraged to provide documentation of 100+ hours to the School Counseling Department to earn this distinction.

Charter Arts recognizes the vital and valuable role our student volunteers play in their respective artistic departments and to the school as a whole. However, some restrictions do apply. Most importantly, students must fulfill their hours with the following criteria in mind: one's community service/internship hours must be voluntary. Further, students receiving credit for community service/internship hours cannot be paid or receive other personal benefits, including reduced or no cost tuition with a private studio (of any artistic genre) because the student serves as a junior instructor for a younger age group or studio class.

Students must also be mindful that graded performances/assignments for a class cannot be used to fulfill their hourly requirements. To that end, if a student auditions, interviews, or applies for a role in a Charter Arts production/public performance, their time cannot be used for their community service/internship hour requirement as these opportunities are considered to be an extension of one's artistic training. However, a non-paid role in a public performance backstage production support for a public performance at a local theatre or arts organization can be used to meet the community service/internship hour requirement. Additional guidelines and restrictions are listed on CharterArts' Official Community Service/Internship Hour log form.

Artistic Capstone Project

The graduation project is the capstone of a student's artistic experience at Charter Arts, and all students must complete and pass their project that is outlined, supported, and assessed within their Artistic Department. This project provides an opportunity for students to reflect upon, explore, and apply knowledge and skills gained from their artistic and core curricula while enrolled at Charter Arts.

All projects will be differentiated to meet the needs of the student and artistic major, and will be supported and assessed by the teachers in the artistic department.

Keystone Exams

The Keystone Exams* in Literature, Algebra I, and Biology are end-of-course statewide exams, regardless of grade, and are the assessments that Pennsylvania uses to comply with accountability requirements in the federal Every Student Succeeds Act (ESSA). Students are required to take Keystone Exams for purposes of federal accountability. Each state is expected to achieve a minimum of 95 percent participation on its statewide exams. Best Keystone proficiency level will be reported on official transcripts for English, Algebra I, and Literature.

Act 158 (Senate Bill 1095), which was signed into law by Governor Tom Wolf on October 24, 2018, expanded the options for students to demonstrate postsecondary readiness using additional pathways** that more fully illustrate college, career, and community readiness. Students will attempt proficiency through each pathway described below in ascending order, beginning with Pathway 1.

The statewide graduation requirement takes effect for the graduating class of 2023. Beginning in the 2022-2023 school year, the statewide graduation requirement will apply, as will any other locally-established policies and requirements. Please be aware that all public and charter schools in the state must comply with these regulations from PDE.

For up-to-date information regarding the Keystone Exams and other state and local school testing policies and procedures, please access the documents posted on our school website. Charter Arts currently employs a tiered system of supports to ensure that our students have every opportunity to achieve proficiency on these state-required, end-of-course exams. Please review the table below which outlines the requirements of each graduation pathway and contact our Director of Admissions and Assessments should you have any additional questions or concerns.

Pathway #1: Keystone Proficiency	<ul style="list-style-type: none"> ● Proficient on all 3 keystones ● Students who have not yet met proficiency will continue to participate in remediation and retest.
Pathway #2: Keystone Composite	<ul style="list-style-type: none"> ● A composite score of 4452 on all three keystone exams AND ● Proficient on at least one Keystone and at least basic on other two Keystones
Pathway #3: Evidence-Based	<ul style="list-style-type: none"> ● End of course passing grade of at least 65% in Algebra 1, Biology, and Principles of Literary Analysis (English) AND ● Three of the following: <ul style="list-style-type: none"> ○ Proficient on at least one Keystone ○ Meet the college readiness benchmark on PSAT, SAT, or ACT as determined annually by College Board/ACT ○ Complete and pass the Performance-Based Assessment (PBA) ○ Complete an approved internship program ○ Acceptance to an accredited 2 or 4-year institution of higher education ○ A letter guaranteeing full-time employment ○ Enlistment into a branch of military service ○ Recommendation letter from the Artistic Director or Department Chair

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 semester, school counselors 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, each student completes a grade-appropriate scheduling contract in hard copy or online through PowerSchool's public portal. The scheduling contract is considered a binding agreement upon which a student's schedule will be constructed and requires the signature of the student and their parent/guardian. Our entire school schedule and teacher assignments are 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 (five students or fewer), the course will be canceled unless it is a graduation requirement. If applicable, the School Counseling 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 in 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 School Counseling Department will mail home course verification information over the summer to assist students in completing summer assignments as required. If necessary, the School Counseling Department will contact students over the summer to discuss scheduling conflicts.

Schedule Changes

The School Counseling 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 signed by the student, parent/guardian, and teacher(s). These forms are available in hard copy in the School Counseling Department and must be submitted to Administration.

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 their school counselor. Until the new schedule is issued, the student is required to follow their original schedule for safety, accountability, and attendance purposes.

Schedule changes will be processed as follows:

- Students interested in changing their schedule must contact by phone or email and/or meet with their school counselor over the summer or complete a Petition for Schedule Revision form within the first five days of the school year or as otherwise communicated by the Administration.
- All Petition for Schedule Revision forms must be submitted to and approved by the Administration.
- 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.
 - Once a section reaches minimum enrollment, course withdrawals will not be approved.
 - 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 6th 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

- 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 3:00 pm. Charter Arts cannot adjust student schedules to accommodate earlier college/university class times but may take a concurrent course earlier than 3:00pm if they have internally applied and are approved for permanent early dismissal.
- Dual Enrollment: Current charter school law prevents Charter Arts from offering dual enrollment opportunities at this time. Upon future changes to the current law, Charter Arts will develop partnerships with local colleges/universities to ensure that students have access to dual enrollment coursework. As more information becomes available, Charter Arts will communicate with families directly and will post updated information to our school website.

- 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 will not earn credit for the course, and credit will not be reflected on the student’s transcript. Depending on the number of courses failed, a student may be ineligible for promotion to the next grade level. Student credit recovery and retention will be discussed on a case by case basis. Students cannot graduate until all graduation requirements have been met and applied to the transcript.

Core Credit Failures & Credit Recovery

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 the administration before registration. Any credit given for successful completion of the course will not exceed the credit of the course failed. Students should discuss recovery with their individual school counselors.

Artistic Course Failures & Credit Recovery

All artistic classes are graduation requirements. **Artistic courses cannot be recovered at the district of residence or online through a third-party vendor.** In the event that a student does not pass any in-major artistic class, summer credit recovery is required for the student to progress in their artistic program.

Artistic Summer Credit Recovery must take place between the end of the school year and June 30th. Requests for summer credit recovery extensions must be submitted to the Administration by the last school day and will be considered and approved upon the discretion of the Artistic Director and administration. Should Charter Arts not be able to provide a course prior to the June 30 deadline for staffing reasons or due to other outstanding reasons (i.e. Covid), Charter Arts will be in communication with the family to discuss alternative timelines for completion of the course.

Artistic Credit Recovery Student Attendance and Grading

- Students must attend all planned instructional time during their summer credit recovery, either virtually or in person, as determined by the teacher, Artistic Director, and school counselor.
- Summer credit recovery is graded on a Pass/Fail basis. If the student does not meet the requirements set forth by the Artistic Department, credit for summer recovery classes may be denied and the student will need to repeat coursework the following school year.
- All credit recovery fees are non-refundable regardless of a student’s ability to attend and/or meet the summer credit recovery requirements.

Payment for Artistic Credit Recovery

- Full year artistic course credit recovery is \$880 per course and requires a minimum of 20 instructional hours
- Semester/half year artistic course recovery is \$440 per course and requires a minimum of 10 instructional hours
- Payment may be made by cash, check, credit card (with processing fee), or money order payable to Charter Arts.
- In the event that a payment plan is needed, the family must submit a written request to the Administration for approval prior to the beginning of the course, and a 50% deposit must be paid at the time of registration.

Fees for artistic credit recovery must be paid to Charter Arts **in full before credit recovery begins**, unless other arrangements have been made with the Administration and the Business Manager. Payment plan requests must be made to the Administration by the last day of the school year. If a family has been approved for a payment plan and does not make all payments as scheduled, credit for the course will be withheld until the course is paid in full. In this situation, the remaining balance due will be considered a fine, and the student cannot earn credit for the course or have the course added to their transcript until the balance is paid in full.

All meeting dates and times will be coordinated between the artistic credit recovery teacher and the student at a mutually agreeable time, with the understanding that all credit recovery must be completed by June 30th. Requests for extensions must be made to Administration prior to the start of credit recovery which begins after the last day of school.

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 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 often cover more advanced topics, complete work at a faster pace with more individualized/independent work required, and discuss topics in more depth (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).

At Charter Arts, students must be approved by the AP Committee to enroll in an AP course. Although Charter Arts does not require students to take the AP Exam after participating in the course, it is strongly encouraged. Students should consult with their AP teacher and school counselor if they need support in determining whether or not they should take the exam(s). To meet the College Board's exam registration deadline, Charter Arts will register all AP students for their prospective AP exams on or before November 15th unless the student communicates otherwise. The fees for these exams will be paid by the student before sitting for the exam unless other arrangements have been made. If a student believes that they may be eligible for an exam fee reduction, they should see their school counselor. If a student decides not to take the AP exam after November 15th, a deadline established by the College Board, Charter Arts requires the student to pay the exam cancellation fee, if applicable.

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 & Engagement Expectations

Charter Arts students are expected to perform and engage every day in their classes as part of the nature of their artistic program. Performance & engagement is an integral part of our students' classwork and curriculum. Whenever students practice their craft, they are performing. This enables students to display what they have learned and receive feedback from teachers and peers to grow as both students and artists. Motivated and dedicated students may be offered additional opportunities for performances and exhibitions outside of the classroom and are encouraged to take advantage of the various experiences that only Charter Arts can offer.

Grading

A grading system is a communication tool. Teachers use grades to inform students and their parents/guardian(s) about progress in each course. Charter Arts teachers use an electronic grade book 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 = 93% or better in all classes
- Honor roll = 87% or better in all classes

Charter Arts 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.

Percentage Grade	Letter Grade*	GPA Conversion Aligned to <u>College Board</u>
100-93	A	4.0
92-90	A-	3.7
89-87	B+	3.3
86-83	B	3.0

82-80	B-	2.7
79-77	C+	2.3
76-73	C	2.0
72-70	C-	1.7
69-67	D+	1.3
66-65	D	1.0
64-45	F	0

**Charter Arts does not utilize letter grades on report cards or transcripts and is listed here as a reference only.*

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) Marist College (NY) 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 University (NY)	Sarah Lawrence University (NY) Syracuse University (NY) Temple University (PA) Towson University (MD) University of California (CA) University of Southern California (CA) University of Maryland (MD) University of Michigan (MI) University of the Arts (PA) Westchester University (PA)
---	---	---

***for a more comprehensive list, please visit 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. Also, 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. The 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 these performances is required. For more information, please refer to the course description of this class listed in the elective section of this course catalog.

Dance Department Course Sequencing

Grade 9	Ballet Technique 1, 2, or 3 (by placement) Modern Technique Freshman Seminar Improvisation 9 Early Dance History Rehearsal and Performance
Grade 10	Ballet Technique 1, 2, or 3 (by placement) Modern Technique Improvisation 10 Modern Dance History Rehearsal and Performance Int./Adv. Pointe or Conditioning
Grade 11	Ballet Technique 2, 3, or 4 (by placement) Modern Technique Composition Ballet History Rehearsal and Performance Int./Adv. Pointe, Jazz, or Conditioning
Grade 12	Ballet Technique 2, 3, or 4 (by placement) Modern Technique Young Choreographers' Craft OR Composition Senior Seminar Rehearsal and Performance Int./Adv. Pointe, Jazz, or Conditioning

Dance Department 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 at the same level for more than one year.

Class Levels for 9th and 10th Grades:

Ballet 1 (900)

Ballet 2 (901)

Ballet 3 (902)

Class Levels for 11th and 12th Grades:

Ballet 2

Ballet 3

Ballet 4 (1105)

Ballet History (908)

Ballet History will cover the historical evolution of ballet from the 15th century through the early 20th century, including studying specific dancers, choreographers, and producers who attracted interest or caused great changes. 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.

Conditioning (1100)

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, an 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 (912)

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 the basic factors that influence movement: focus, level, direction, dynamics, dimension, and contour. An awareness of the qualities of movement (percussive, sustained, suspended, swinging, vibratory) and dance 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 (913)

Senior dance students explore several 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 (906)

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 (1104)

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 (910/911)

Improvisation serves a twofold purpose. The dancer is given an opportunity to discover their 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 (916)

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 (914)

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.

Modern Dance History (907)

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 20th century, including those taking place in dance, music, art, and theatre.

Modern Dance Technique (903/904/905)

The study of modern technique at Charter Arts encompasses both classical and contemporary styles as students explore their 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 dance 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 by 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 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.

Rehearsal and Performance (917)

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 (909)

This course is specifically designed for Charter Art's senior dance majors. Students are involved in activities that 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.

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 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.

Literary Arts Course Sequencing

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

Literary Arts Course Descriptions

Advanced Film Theory and Practice (1721)

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 to strengthen audio-visual literacy.

Character Development (1707)

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 writing for the duration of this program.

Children's Literature (1713)

This course will focus on reading, analyzing, and writing children's and young adult 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 young adulthood, and how does children's literature and society work to construct our views of childhood and young adulthood? What purposes does children's serve? How do children and adults experience 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.

Communications and Media Studies (1710)

This course is designed to explore the practice of professional communication and the media cycle. Lessons will include practical, real-life exercises that demonstrate the day-to-day work of writers working in the communications and media fields in a wide variety of roles, including, but not limited to: public relations, news (opinion/editorial/, feature, art(s) review, etc.), copywriting for advertising/marketing, magazine, social media, bloggers/influencers, business writing, speech writing, and event production.

Students will learn the realities of working as a writer on either side of the communications flow chart, whether working for an organization that is promoting information or working for a media outlet that is covering the story and reporting the information.

Young Adult and Contemporary Literature (1722)

This course will focus on reading and analyzing various works of Young Adult and Contemporary Literature. We will begin by asking the question: What is Young Adult Literature and how is it different from literature written for adults? Many of the YA novels that we will read in this class are contemporary YA novels. We will focus heavily on the concept of voice and identity as well as the idea of capturing "the voice of a generation." Toward this aim, we will also examine different generations. As we move into Contemporary Literature, we will ask what it means to be contemporary and how Contemporary Literature differs from Modern and Post-Modern Literature. We will begin our study of Contemporary Literature with poetry, move on to short stories, and end the year with a contemporary novel.

Exploration of the Romantic Style (1709)

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 (1714)

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.

Film Studies (1006)

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 relating to the other arts and mass media, and understanding the ways that films function expressively.

Introduction to Literary Genres (1705)

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 (1708)

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.

Introduction to Screenwriting (1715)

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.

Literary Arts Publications (1720)

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 analyzing 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.

Responsibility of the Writer in Society: The Politics of the Written Word (1712)

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 their 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 (1716)

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.

Independent Writing Practicum (1700)

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.

Writing Workshop 10 (1718)

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 peer 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 (1717)

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 the 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 & 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 major-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 major-specific.

Music Department Course Sequencing

Student schedules in both Instrumental and Vocal Music are customized based on each 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 subsections.

Vocal & Instrumental Music Department Course Descriptions

Music Theory: Instrumental & Vocal Majors

AP Music Theory (930)

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 (929)

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 the advanced practice of written, tactile, and practical music theory using computer software and a 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 (3001)

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 (3004)

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, Lead Sheet 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 (926)

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 (3010)

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 (928)

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 (3003)

Common Practice Harmony builds upon the foundations of music theory by developing an understanding of functional harmony. Students explore 7th chords, inversions, form, and voice leading in all keys. An emphasis is placed on a 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 (3002)

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 (581)

Prerequisite: Must have taken and scored a 5 on AP Music Theory Exam in the 11th grade

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 (927)

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, Lead Sheet Symbols, and Figured Bass.

Music History: Instrumental & Vocal Majors

Music History: Antiquity, Baroque, and Classical (933)

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 a discussion of the Baroque masters Handel and Bach.

Music History: Romantic (945)

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: 20th Century (947)

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 the mid-century.

Ensembles: Instrumental Music

Concert Band (939)

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 (937)

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 SteelStacks High School Jazz Showcase.

Orchestra (938)

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. The rehearsal setting and techniques are similar to those found in a professional setting. Students learn to work as a cohesive unit to perform challenging repertoire at the highest level.

Percussion Ensemble (1047)

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 are an opportunity to apply concepts learned in percussion technique classes as well as providing students with valuable ensemble concepts.

Wind Ensemble (936)

Wind Ensemble is composed mostly 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 (1045)

The 9 and 10 Grade Choir is a mixed choral ensemble composed of all 9 and 10th 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.

11/12 Choir (1001)

The Charter Arts 11 and 12th Grade Choir is a mixed choral ensemble composed of all 11 and 12th 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 Majors**

For all of the courses in this section, please note that there is a max of two major instruments allowed per year. Students must audition to change their major instrumentation.

Bass Technique 9-12 (1011)

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 the study and performance of the selected repertoire.

Brass Technique 9-12 (957)

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 (956)

The underclassmen guitar techniques course provides the student with the fundamentals of classical guitar technique. Topics covered include types of guitars & various styles, care of the 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 are 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 a 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 (953)

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.

Strings Technique 9-12 (954)

Strings Technique is a one year course, taken every year for string majors, designed to solidify and increase the 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 practice habits and will learn how to become more focused and efficient in their practice. Literature studied will include solo repertoire appropriate for each student and small and large ensemble pieces. Instruction will occur in the group and individual settings. The concept of Professional Promise (i.e. professionalism/respect) will be reinforced in every class.

Woodwind Technique 9-12 (952)

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 is the focus during class time. All students will work on solo literature for their instrument in addition to small group ensemble work.

Piano Technique: Piano Majors (955)

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 reflections and practice journals.

Piano Technique 10 begins the study of the 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. A 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. Piano technique is explored through playing major and minor scales. Students are assessed mainly through their performance at Recitals and Juries, as well as their 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. A 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 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 3rds and 6ths, 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 reflections and practice journals.

Technique: **Vocal Music Majors**

Vocal Techniques 9 (1209) 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 9 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 their vocal repertoire.

Vocal Techniques 10 (1210) is the second year of the Vocal Techniques curriculum. In this course students expand their skills and literature awareness as solo performers. 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 the application of the 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 (1211) is 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 the 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 (1212) 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 Majors - Grades 9 & 10

Chamber Ensemble (1009/1010)

The purpose of this course is to supplement large ensemble experiences through performance in chamber ensemble groups. The 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.

9/10 Choir (1000)

The Charter Arts grade 9 and 10th Grade Choir is a mixed choral ensemble composed of all 9 and 10th 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.

Jazz Music History (950)

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 acts 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 (3005)

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: **Vocal Majors**- Grades 9 & 10

Beginner Guitar for Vocal Majors - **NEW** (1040)

Semester

This year-long course will be offered to tenth grade vocal majors opposite of the 9/10 Choir. Students will learn the fundamentals of guitar including techniques, basic chord shapes, reading and writing song sheets, accompaniment styles and techniques, and more. The goal of the course is for students to end the year performing singing and accompanying themselves on guitar with songs of their choice.

Electives: **Instrumental & Vocal Majors** - Grades 11&12

Contemporary Music Ensemble (1052)

This year-long course will include vocal majors, guitar majors, and other instrumental majors wishing to participate in a large ensemble that performs contemporary rock, pop, and gospel music. The group will perform together as one large ensemble but will also give students the opportunity to collaborate musically in small groups. Vocalists will learn the skills it takes to communicate with a band as their accompanist and instrumentalists will learn to work with vocalists. The students will perform at concerts on the Charter Arts stage as well as out in the community in both large and small groups.

Curtain Up! An Adventure in American Musical Theatre - **NEW** (1065)

Semester

This one-semester survey elective examines the history and evolution of Broadway musical theater, one of America's remarkable indigenous performing art forms. The course gives Charter Arts music majors students the opportunity to experience, evaluate, compare, and reflect upon musicals from the nineteenth century to present-day Broadway. Shows introduced in the class will include revues, vaudeville, operetta, musical comedy, opera musicals, rock opera, film adaptations, and revivals. Major figures discussed will include composers, lyricists, producers, directors, choreographers, performers, and conductors. We will study Broadway musical theater through audio recordings, video, book text & article readings, score study, and in-class performance; we will also hear from professionals "in the biz." Throughout the course, students will not only explore the evolving elements that make up the Broadway musical and contextualize its significance via an aesthetic approach but also through the lenses of race, class, sexuality, politics, and commerce.

Fundamentals of Conducting (1033)

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 Piano (1017)

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 their 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 progress as measured by regular homework assignments, quizzes, and juries.

Jazz/Modern Music Technique (1019)

Jazz/Modern Music Technique class will build upon each 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 (925)

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 (951)

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 Production - NEW (1066)

Semester

This semester-long course will focus on introducing students to the modern music production and business world. It will cover basic recording techniques including writing/arranging, using a digital audio workstation (DAW), working "inside" and "outside" the box, and mixing and mastering techniques. Students will also learn about the business of music including copyright, self-promotion, working with public relations professionals, and review current practices and historical trends in popular music.

Music's Role in History – World War II and the Big Band/Swing Era (1004)

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 morale, promote patriotism, and move the country through wartime. 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 (3005)

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 90's Through Music - NEW (1067)

Semester

This course is a semester-length study of the pivotal decade that was the 90s, through the lens of popular music. From grunge to hip-hop, bubblegum pop and beyond, we will study the major historical events of the decade in relation to the eclectic music of the time, as well as look at the developments in the music industry and technology that made it all possible. Finally, we will reflect on the lasting impact of the musicians of this time, and how their work is reflected in our mainstream landscape today.

Many Voices of Opera - NEW (1068)

Semester

This semester-length course is designed to survey the literary and musical components of opera from its beginnings through contemporary times. Students will learn the complex history of the development of opera through reading, writing about, and watching some of Opera's most influential works by composers like Monteverdi, Mozart, Rossini, Wagner, Puccini, Verdi, and more. The course will also focus on diverse voices within the opera world including the history, power, and engagement of BIPOC, as well the unique gender and sexuality dynamics in opera and how the opera world has been a radical force for social change over the past few hundred years.

Music of Miles Davis (1032)

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.

World Music (1016)

Semester

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: Vocal Music Majors - Grades 11 & 12

Advanced Voice and Movement for Musical Theatre (1003)

Advanced Voice and Movement for Musical Theatre is a music elective course for 11th and 12th grade Vocal Music students. The course is designed to refine musical performance techniques that translate to the stage. The course includes the voice on stage, stage movement, dancing, and dialect techniques through monologue and scene work that will help students perform and audition in the musical theatre and opera world. Students will also refine performance techniques such as scene scoring, blocking choices, facial expression, and posture. Equal emphasis is given between performance techniques and voice on-stage skills. By the end of this course, students will be able to make informed and artistic choices on the stage.

Show Choir (1002)

Show Choir is a course for 11th and 12th grade vocal music students. Students enrolled in Show Choir will utilize the skills of dancing and singing at the same time. Students will learn and perform songs from modern popular music as well as musical theatre selections. Class time will be spent on voice training, learning dance moves, and memorizing routines. Students are expected to attend all concerts and performances as they are scheduled

throughout the year. By the end of this course, students will be able to perform voice and movement routines to popular and musical theatre songs.

Voice and Movement for Musical Theatre (3006)

Voice and Movement for Musical Theatre is a music elective course for 10th-grade Vocal Music students. The course is designed to teach musical performance techniques that translate to the stage. The course includes stage movement, dancing, and dialect techniques through monologue and scene work that will help students perform and audition in the musical theatre world. Equal emphasis is given to performance techniques and musical theatre fundamentals. By the end of this course, students will be able to make informed and artistic choices on the musical theatre stage.

Electives: Instrumental Music Majors - Grades 11 & 12

Advanced Jazz Combo (999)

By audition only

The Advanced Jazz Combo is a select, auditioned ensemble that studies and performs a 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 the 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 (1053)

Open to piano majors - by audition, 10, 11, & 12th grade

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 (1048)

The aim of the Guitar Ensemble 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 (1020)

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 (935)

The String Ensemble studies and performs the 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.

9/10 Choir (1000)

The Charter Arts 9 and 10th Grade Choir is a mixed choral ensemble composed of all 9 and 10th 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.

Jazz Lab Band (1030)

Jazz Lab Band is a continuation of the Jazz classes and will continue to build upon each 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.

Chamber Ensemble (1009/1010)

The purpose of this course is to supplement large ensemble experiences through performance in chamber ensemble groups. The 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 (949)

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 (1051)

This course allows students 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 (1050)

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 (950)

The Jazz Music 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 are key figures to each era of the music's history. Emphasis will be placed on aural identification of important recordings and performers.

Piano Seminar (1034)

Piano Seminar is a course for 11th and 12th grade piano majors. Piano seminar expands upon the topics pianists study in Piano Techniques while expanding into the area of collaborative piano. Students will receive individual and group coaching on pieces of repertoire or collaborative projects. This course will also serve as a workshop for the many projects our pianists undertake throughout the school year. By the end of this course, students will be able to work efficiently on pianistic projects and collaborations and will showcase their work in a recital.

Secondary Woodwinds for Woodwind Majors (3005)

The Secondary Woodwind Instrument course 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.

PRODUCTION ARTS

Developing artists and artisans, this department focuses on the conceptual, technical, and artistic elements of all designs by working collaboratively to tell a compelling story.

Production Arts majors at Charter Arts will utilize, develop, and apply their creative skills through design, construction, technology, and management.. 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.

Production Arts Department Course Sequencing

Grade 9	Storytelling & Performance Elements & Principles of Design History of Production Production Arts Studio 9: Intro to Stagecraft
Grade 10	The Creative Process Pathways in Production Fundamentals of Audio & Video Production Script Analysis Production Arts Studio 10: Intermediate Design & Construction
Grade 11	Director/ Designer Collaboration Production Management Media Lab: Projections & Animation Production Arts Studio 11: Advanced Design & Construction
Grade 12	Technical Communications Social Media Content Creation Senior Capstone Production Arts Studio 12: Master's Seminar Series

Production Arts Department Course Descriptions

Director/ Designer Collaboration (1614)

An introduction to the art of directing. Students will learn to navigate the relationship between form and content, the process of interpretation, the larger social impact of their work as storytellers, and the ability to clearly communicate their vision. This class will explore production preparation, scene work, text analysis, directing, and designing exercises, and provide critical feedback. Exploring the director/ designer relationship in theatre or film work, this course develops skills in collaboration and communication and provides models for effective director/ designer production practices. Collaboration skills will be enhanced through practical work on a series of individual and group projects.

Elements & Principles of Design (1606)

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 makeup 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.

Fundamentals of Audio & Video Production (1608)

This course will provide students with the skills and knowledge necessary to operate sound and video equipment for theatrical performances. Students will learn the fundamentals of audio production as it relates to both live and recorded sound. Students will be able to identify different types of microphones, components of sound systems, and mix audio for multiple scenarios. Students will also learn the fundamentals of video production such as exposure, composition, and editing. Throughout the semester, students will produce audio and video content such as interview-style videos, informational videos, radio commercials, and podcast episodes. Students will develop proficiency in Final Cut Pro, Garageband, Logic Pro, and Protools.

History of Production (1610)

This history course takes students on a theatrical design journey around the world from ancient Japanese Noh theatre to the 21st century Broadway stage, examining the evolution of scenic, lighting, sound, costuming, and special effect design elements. With a sturdy background of historical progressions, students will study and analyze trends in present-day production design and predict the direction of future trends to stay at the forefront of innovative design.

Production Arts Studio 9: Intro to Stagecraft (1609)

Through this course, students will take a practical, hands-on approach to understand the ins and outs of bringing ideas to life on the stage. This course combines an introduction to theatre lighting, scenic construction & painting, sewing, and sound. Students will become familiar with the tools and materials in the shop and resources in costume, prop, and furniture storage. They will assist in building sets, hanging lights, and programming light & sound boards for school-wide productions. Students will read ground plans and elevations and will observe production meetings, technical rehearsals, and design conversations.

Media Lab: Projections & Animation (1617)

This course will combine previous student learning with advanced techniques in video and animation. Students will create video content, motion graphics, and animations to be used in projection applications. Students will create animated promotional content, animated informational graphics, and create supporting visual content for videos. Additionally, students will utilize projection mapping software to create complex projection installations such as projection mapping and interactive projections. Students will develop proficiency in Adobe After Effects, Final Cut Pro, Adobe Lightroom, and Photoshop.

Pathways in Production (1605)

Semester

An introductory course to the many roles of theatre and film production work. Students will explore the job descriptions and responsibilities of producers, writers, directors, managers, designers, talent, and crews who make up a production team. A combination of classroom lectures and project-oriented work will make up the learning process of this class. Students will explore each pathway in production by completing assignments aligned to the job responsibilities of each role.

Production Arts Studio 11: Advanced Design & Construction (1616)

In this studio course, students will hone their design and application skills in the areas of theatre production. This course offers the opportunity to build upon the foundations of studio courses 9 & 10, while exploring a wider range of production elements and styles, and investigating specialized production problems and challenges. By the end of this course, students will showcase digital and physical design portfolios outlining their work.

Production Arts Studio 10: Intermediate Design & Construction (1612)

A continuation of Intro to Stagecraft, this course builds upon the knowledge of stagecraft, theatre nomenclature, tools, materials and equipment and introduces students to the fundamentals of design and construction for live events, with a concentration in theatre production. In this course, students will gain hands-on skills and experience in design and construction/ application for set, costumes, props, lighting, stage makeup, and sound. By the end of this course, students will showcase digital and physical design portfolios outlining their work.

Production Arts Studio 12: Master's Seminar Series (1620)

In this studio course, students will continue to explore the many roles and practices in the fields of theatre, film, design, and technology. Virtual and in-person masterclasses will be held regularly to introduce students to professional and amateur practitioners and artists. Students will work on short-term projects in several artistic, technical, and managerial areas relating to master class topics. This course content will be developed based on student interest. Possible topics will include 3-D printing, specialized costuming, SFX makeup, stop motion animation, and interactive digital storytelling. Master courses will vary each year based on artist availability.

Production Management (1615)

Students in this course will develop an understanding of the management and administrative structure of professional theater and arts organizations, with a focus on non-profit organizations. Students will study areas of general management, arts administration, accounting, budgeting, marketing, publicity, box office management and front of house operations, company management, production management, and stage management. Students will develop an appreciation for the art of live event and theatrical management, as well as develop efficient and effective communication skills. Students will also explore methods for creating positive, healthy, and productive work environments.

Script Analysis (1613)

Semester

This course will explore the dramatic form and structure of a play. Students will read and analyze various scripts to study the playwright's intentions, methods, and meanings. The scripts will be examined as a blueprint for production and performance, with a focus on the sociological, psychological, and ideological circumstances of both classic and contemporary plays. Scripts will also be analyzed for props, costumes, and scenic needs. Through this line-by-line breakdown of text, students will learn to reveal the connection of action and characterization to the theme. Script Analysis is a crucial tool for Production Artists to be able to create the most compelling designs, make the best dramaturgical choices, and propose the best shows for their companies.

Senior Capstone (1622)

Senior Capstone is a project-based course where students work toward a substantive project that demonstrates a synthesis of learning accumulated in previous years of Production Arts courses. Students will write project proposals and be assigned a production role appropriate for their area of interest and skill level. Students may collaborate internally and/or with other departments, and will prepare for their role/project by creating dramaturgical packets, design renderings, and hold or participate in production meetings. This course involves production team collaboration, construction and application (or appropriate counterpart), rehearsals and/or installation and production, written reflections, and a final portfolio review..

Social Media Content Creation (1619)

In this course, students will use video and photography to create promotional material geared toward social media use. Students will use technical skills to create fast-paced, targeted, and engaging media marketing content for social media platforms. Students explore marketing and branding fundamentals relating to social media content. Students will create promotional videos, photos, and graphics for Charter Arts social media, as well as other organizations.

Storytelling & Performance (1607)

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 fundamentals of traditional story structures from fable to hero/heroine's journey as well as how to play with those forms. The course focuses on the role of the Production Artist as storyteller and students' fundamentals of engaging an audience through the basics of good storytelling. Course work includes improvisation, self-discovery exercises, basic acting techniques, storyboards, concept boards, research, storytelling, solo, and group design work, presentations (of stories and designs), and the creation, development, and completion of an original one-act play. The course will culminate in a presentation of each student's original design and concept that is based on the play they have created.

Technical Communications (1621)

This course will build upon the Production Arts students' knowledge of scenic and management skills by introducing them to the more technical elements of the craft. Students will learn how to both read and create a variety of different types of theatrical paperwork including, but not limited to: elevations, lighting plots, audition records, contracts, actor packets, meeting agendas, sign-in sheets, rehearsal/performance reports, and more. Students will learn how to utilize Google Sheets/Microsoft Excel, Vectorworks, and Adobe Acrobat in addition to enhancing their skills in Google Docs/Microsoft Word, e-mail, and note-taking.

The Creative Process (1611)

In this course, students are given a variety of tools and scenarios to explore and interpret the creative process of a designer via the exposure of integrated arts. This course prepares students to participate in structured idea development, foster creative impulses, and pitch ideas that excite and motivate their team. Following the five steps of the creative process, students will gain an understanding of Preparation, Incubation, Illumination, Evaluation, and Implementation. A series of mini-workshops that focus sequentially on each of these stages offer diverse practices, methods, and thought processes from working artists, teachers, and students of Charter Arts' many artistic departments. Students will be assigned design teams, in which they will work closely with their peers throughout the course. Using learned creative, communicative, and collaborative skills, students will be assessed on each step of the design process to the completion of two integrated art projects.

THEATRE

The Charter Arts Theatre Department is proud to offer a pre-professional training program at the high school level. 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.

Theatre Department Course Sequencing

Grade 9	Voice and Movement for the Beginning Actor Acting Fundamentals Theater History I/Stagecraft
Grade 10	Theater History II Acting I Modern and Contemporary American Drama
Grade 11	Fundamentals of Directing Acting II Advanced Voice and Movement
Grade 12	Advanced Acting Senior Seminar Fundamentals of Scriptwriting

Theatre Department Course Descriptions

Acting I (969)

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 the text and make active and 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 (972)

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, 17th century French, and Italian Renaissance periods. Later in the year, students will engage with works from 19th-century European playwrights such as Chekhov, Ibsen, and Strindberg.

Advanced Acting (975)

Classwork will be focused on character development through a variety of techniques. Students will engage in character-driven exercises based on the work of Constantin Stanislavski, Ann Bogart, Uta Hagen and Tadashi Suzuki. 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 addressing Epic Theatre, as well as Theatre of the Absurd.

Advanced Voice and Movement (973)

Students will be introduced to the vocal technique of Arthur Lessac to further develop their vocal performance skills. They will also study Musical Theatre, regarding 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.

Acting Fundamentals (965)

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 of 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 their time in this program, continually adding works as they are rehearsed.

Fundamentals of Directing (971)

This course examines the basics of directing for the stage with an emphasis on process and theory. Students will practice a variety of exercises and encounter modern texts and techniques, with opportunities to direct several scenes and the possibility to direct in our annual New Works Festival.

Fundamentals of Scriptwriting (977)

This course will examine the essential elements of storytelling and constructing a dramatic performance, with an emphasis on the structure through literary analysis of dramatic texts. Students will study the basics of scriptwriting through exercises and practice, culminating in the completion of a script for the stage or screen at the year's end to be presented as part of the CHARTER ARTS New Works Festival.

Modern and Contemporary American Drama (970)

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 (976)

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 collaborate with the junior class to produce a New Works Festival.

Theater History I/Stagecraft (967)

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 instructed in these areas, they will be afforded the opportunity to put their knowledge to use by participating in the crews for Charter Arts theatre productions.

Theater History II (968)

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 their study, students will be encouraged to conceptualize their ideas and develop Production Arts through an in-depth analysis of historical, theatrical eras and corresponding playscripts..

Voice and Movement for the Beginning Actor (964)

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

VISUAL ARTS

The courses required of the Visual Art Major have been carefully designed 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 an artistic pursuit, the courses will inspire students to begin to make connections between art and other subject areas. Students will build upon learned concepts to gain 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.

Note: At all grade levels, visual arts studios infuse the study of art history with a focus on aesthetics, artistic methodologies, and techniques.

Visual Arts Department Course Sequencing

Grade 9	2D Design Foundation Studio Composition and Color Studio Digital Art
Grade 10	Analytical Drawing Studio Anatomy and the Figure Studio Digital Photography
Grade 11	Painting and Palette Control Studio 3D Design Studio Professional Practices for Young Artists AP Art History
Grade 12	Advanced Drawing and Painting Studio Contracted Art Studio and Exhibition AP 2D Art & Design Studio AP Art History

Visual Arts Department Course Descriptions

2D Design Foundation Studio (849)

Semester

This drawing studio course provides an introduction to the foundations of drawing and draftsmanship, two-dimensional design systems, art history, and a basis for understanding formal principles of art, and the language of design. Emphasis is placed on understanding the structure of three-dimensional forms: cube, sphere, cylinder, and cone, accurate measurement, proportion, line, value, chiaroscuro techniques, the critique process, and communication using art terms. In addition to in-class work, students will apply their skills to independently develop original artworks outside the classroom.

3D Design Studio (856)

Semester

This three-dimensional 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 to apply to observed and imagined designs. 3D aesthetic design systems derived from nature and masterworks will be emphasized. Students will investigate art history with a focus on the elements and principles of 3D design with a focus on form versus function. Learning experiences in this studio include hand-built assemblage, relief sculpture, mold-making, and the creation of sculpture in the

round. In addition to in-class work, students will apply their skills to independently develop original artworks outside the classroom.

Advanced Drawing and Painting Studio (860)

Semester

This intensive advanced multi-media studio provides students the opportunity to develop and hone an expressive artistic voice by combining media, working in series, and innateness with the elements and principles of art and design. Students research contemporary and art historical artists and apply learned methods and techniques to the artwork they create.

Analytical Drawing Studio (852)

Semester

This intermediate drawing studio course aims to refine observational 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, caricature, and effective communication of the design process. Students will study art historical master drawings and 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 Studio (853)

Semester

This intensive intermediate-advanced figure studio introduces students to human anatomy for artists 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 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 Art & Design Studio (843)

This is an accelerated studio course designed for students who are seriously working toward studying art at the collegiate level. Students are required to submit a portfolio comprising three sections for evaluation: Quality (sustained investigation), Breadth (range of approaches), and Concentration (quality). Students who successfully complete the AP exam portfolio submission may be eligible for college credit.

AP Art History (844)

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.

Composition and Color Studio (850)

Semester

This beginner-intermediate drawing studio aims to refine studio practices with a focus on draftsmanship, an enduring understanding of formal principles of art, basic color systems, and developing methods of working with combined resources. Students will study and analyze contemporary and art historical artists based on composition and color choices. In addition to in-class work, students will apply their skills to independently develop original artworks outside the classroom.

Contracted Art Studio and Exhibition (862)

Semester

This advanced and intensive studio course provides seniors the opportunity to further hone their artistic voice and professional skills through the creation of a consistent and original body of work for the senior exhibition. Students will work under the guidance of a project manager and learn to conceptualize, develop, execute, evaluate, edit, prepare, and exhibit their collection of work. The artistic process and production will be contracted and carefully documented within a project journal including the following: contract, sketches, plans, artistic course work, due dates, working hours, revisions, and reflections. graduation commencement procedures. Additionally, students finalize their senior capstone project.

Digital Art (871)

This full year-long course emphasizes the fundamental skills necessary to use the Adobe Design Suite to digitally create works of art. 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 (872)

This full year-long 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 artistic styles while creating personally expressive photographs.

Painting and Palette Control Studio (855)

Semester

This beginner-intermediate painting course provides students an introduction to oil media, direct and indirect painting methodologies as well as paint mixing, application, and palette control. Students will study and analyze contemporary and art historical works based on skill refinement, light and shadow, brush handling, mastering the control of value, and adjusting color for hue, temperature, and intensity versus neutrality of color. Emphasis is placed on exploring the nature of light, color theory, masterworks, and the developing sensibility and appreciation for brush touch and handling.

Professional Practices for Young Artists (858)

This artistic practice and professionalism course provides students with the necessary skills to edit and prepare a body of artwork for presentation and exhibition. Students refine their thinking about professionalism, studio practices, artistry, and aesthetics. Students commence work on their senior capstone project with the assemblage of an art portfolio and presentation to be finalized senior year.

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 the 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. Additionally, developmental skills in close reading and analysis are approached through the study of both fiction and nonfiction texts that center on the genres of the 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.

English Department 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 OR AP English Language and Composition
Grade 12	World Literature CP/H OR AP English Literature and Composition

English Department 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 in 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 the 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 their perception and communicative writing style.

World Literature

World Literature is a Humanities course that is designed to further develop students' comprehensive understanding and appreciation of various genres of literature and forms of artistic creation. Students will read and analyze classic texts from antiquity through a more contemporary context in the Modern Era. Students will be introduced to a diverse set of African, Asian, European, & Middle Eastern authors, artists, cultures, and philosophers in an effort to discover some of the most time-tested works of art in the world, both within and without the Western Canon. 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 post-secondary education. Overall, this course is geared towards finding a personal connection to the humanity that comprises the world around us, and the history of the humanity that led us to where we are today.

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 the 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.

Principles of Literary Analysis Extension

Principles of Literary Analysis Extension is designed to reinforce the reading, writing, and language curriculum established in the 10th grade Principles of Literary Analysis course. During each class period, students will review reading and writing skills, as well as receive individualized support to enhance their understanding of, and ability to implement skills from the 10th grade English curriculum. The main goal of this course is to deepen the understanding of content and form covered in the Principles of Literary Analysis course and for students to have daily opportunities to hone the five literacies necessary for cogent and concise communication: listening, thinking, speaking, reading, and writing.

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 includes 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. Graphing calculators can be used in all of our math classes. It is highly recommended that students have their own graphing calculator. The math department uses the TI-83 and TI-84 (both silver and plus editions) in class but any graphing calculator can be used.

Mathematics Department 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 OR Statistics Honors
Grade 12	Algebra 3/Trigonometry CP OR Pre-Calculus Honors OR Calculus Honors OR AP Calculus AB OR AP Calculus BC OR Statistics Honors

Mathematics Department 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. Students may be eligible for a traditional Algebra 1 course, which meets every other day, or an extended Algebra 1 course, which meets every day.

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, differentiability, derivatives, tangent lines, higher-order derivatives, relative extrema, points of inflection, intervals of increasing/decreasing, intervals of concavity, mean-value theorem, extreme-value theorem, related rates, applications of derivatives to motion, anti-derivatives, definite integrals, numerical approximations, the area between curves, three-dimensional volumes, and applications of integration to motion.

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 cover the following topics: algebraic limits, graphic limits, continuity, differentiability, derivatives, tangent lines, higher-order derivatives, relative extrema, points of inflection, intervals of increasing/decreasing, intervals of concavity, mean-value theorem, related rates, applications of derivatives to motion, anti-derivatives, definite integrals, the area between curves, and applications of integration to motion.

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 Honors

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.

Statistics Honors

Prerequisites: Algebra 3/Trigonometry OR Pre-Calculus

In this course, students will come out with a basic understanding of descriptive and inferential statistics. Topics will include interpreting quantitative data, making inferences and justifying conclusions, rules of probability, application of the Central Limit Theorem, normal distributions, z-scores, and using probability to make informed decisions.

SCIENCE

The science curriculum at the Lehigh Valley Charter High School for the Arts begins with a full year of biology in ninth grade, preparing students to take the Pennsylvania Biology Keystone Exam at the end of the school year. Environmental Science is the second year requirement, and students may choose from our science offerings to fulfill their third science requirement. Biology, Environmental Science, 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.

Science Department Course Sequencing

Grade 9	Biology CP/Honors
Grade 10	Environmental CP/Honors Chemistry CP/Honors Physics I Honors
Grade 11	Chemistry CP/Honors Physics I CP/Honors Anatomy and Physiology CP/Honors Environmental CP/Honors Physics II
Grade 12	Physics I CP/Honors Physics II Anatomy and Physiology CP/Honors Astronomy AP Biology

Science Department 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

Available to 12th grade 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 12th grade only

This is a full-year course that will study the following topics and concepts: a 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 the 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 I CP/H

Prerequisite for 10th grade: Algebra II

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.

Physics II

Prerequisite - Physics I H OR 90%+ in Physics I CP

This full-year course will prepare students to take Physics II (Electromagnetism) at a college level. Physics I is a prerequisite. Topics covered include electrostatics, electric fields, and potential, current, circuits, magnetism,

induction, waves, light, sound, and an introduction to quantum mechanics. Demonstrations and laboratory exercises involving these concepts are incorporated. Algebra is used throughout the course.

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. A formal and critical study of Western Civilization, United States History, and American Government provides students with the knowledge and skills to enter effectively into adult citizenship.

Social Studies Department Course Sequencing

Grade 9	Western Civilization CP/Honors
Grade 10	United States History 1 CP/Honors
Grade 11	United States History 2 CP/Honors OR AP United States History
Grade 12	American Government CP/Honors OR AP United States Government and Politics

Social Studies Department Course Descriptions

AP United States Government and Politics

AP U.S. Government and Politics is a college-level year-long course that not only seeks to prepare students for success on the AP Exam in May but also provides students with the political knowledge and reasoning processes to participate meaningfully and thoughtfully in discussions and debates that are currently shaping American politics and society. This is a political science course that studies the interconnectedness of the different parts of the American political system and the behaviors and attitudes that shape this system and are the byproduct of this system. This is a college-level course that includes a nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students taking this course will be required to take the AP exam associated with the course at the end of May.

AP United States History

This course is divided into time periods 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 the national and state government. The course emphasizes 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 a 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 United States History I course focuses on political, economic, social, and artistic development, focusing on the settlement of the Americas by Europeans in the late 1600s and its effect on Indigenous and African peoples through Reconstruction and industrialization in the late 1800s. This course is designed to engage students through primary and secondary source analysis, simulations, and class discussion while helping them develop an appreciation of how our shared history has led us to become the nation we are today.

United States History 2

This United States History II course focuses on political, economic, social, and artistic development from industrialization and imperialism in the late 1800s through the present day. The focus of the course includes but is not limited to changes in society brought about by world wars, the Great Depression, the Civil Rights Era, and the Cold War. This course is designed to engage students through primary and secondary source analysis, simulations, and class discussion while helping them develop an appreciation of how our shared history has led us to become the nation 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.

WORLD LANGUAGE

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 facilitate language proficiency through Second Language Acquisition research-based methods. To achieve this, teachers instruct with 90% target language usage in all courses from Foundations through Advanced Placement (AP) in alignment with the recommendations of the American Council on the Teaching of Foreign Languages (ACTFL). Additional authentic experiences and opportunities will be facilitated by world language faculty to enhance student learning inside and outside of the classroom and instill a love of language and culture. Students will learn about the potentials for Study Abroad when they go on to college and the benefits of studying outside the US. In the upper-level language courses at Charter Arts, students will also be encouraged to continue in their language track in college and given the space for earnest curiosity in learning the language and the culture of its people.

Students are placed into the course that is appropriate for their ability based on a placement test and Charter Arts World Language Department faculty recommendation.

World Language Department Course Sequence

Students typically progress through these courses in the following sequence:

Foundations -> Language and/or Connections -> Communication -> Intensive Practice (Honors)-> AP

World Language Department Course Descriptions

French

Communication in the Francophone World

As students move into an upper-level French language course, they will increase their literacy and writing skills through genre-based study. Students will examine descriptive, narrative, opinion, and informational texts and will produce writing in these genres as well as dabble in creative writing. Students will start to feel more confident with oral communication and will be encouraged to speak more in Spanish. Authentic resources from the French-speaking world will allow students to see language and culture as it is used in the real world.

Connections in French Language and Francophone Culture

Students will continue their study of the French language through longer texts and short novels. The focus is placed on literacy and writing, with opportunities to expand their emerging speaking skills. Authentic resources will give further exposure to cultural topics from the Francophone World.

Foundations of French Language and Francophone Culture

This course is designed for students with little to no exposure to the French language. Through simple conversations, readings, and activities, students will be exposed to high-frequency words and structures. The focus will be on reading and listening comprehension, along with some emerging writing skills. Students will also be exposed to the products and practices of French-speaking people throughout the world.

Honors Intensive Practice in French Language and Francophone Culture

The Honors Intensive Practice level allows the most motivated French language students to rapidly increase their proficiency through content-based language study. Students will learn about various topics in history/social

studies, science, music/art, literature, and current events with French as the language of instruction. The focus will be on strengthening oral language skills as well as academic writing.

Language and Culture in the Francophone World

The course focuses on strengthening the basic reading and listening skills practiced in Foundations. It allows students to move at a comfortable pace towards attaining a useful level of proficiency in the target language.

Mandarin

Communication in China and East Asia

This course is a continuation of the Connections course. We will review what we have learned in previous courses 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.

Connections in the Mandarin Language and East Asian Culture

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.

Foundations of Mandarin Language and East Asian Culture

This course will serve as an introduction to the 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.

Honors Intensive Practice in Mandarin Language and East Asian Cultures

This course will allow students to expand their knowledge and grasp of the Mandarin Chinese language and East Asian culture. Students will build upon their repertoire of vocabulary and enhance their use of grammar and sentence structure. We will focus on and maximize language-speaking in the classroom and develop more advanced conversational skills, exploratory questions, and classroom etiquette. In this course, students will learn more complex characters and gain confidence in both reading and writing intricate terms and sentence patterns. This course will allow students who choose to continue further with their language studies the opportunity to experience what the Lehigh Valley community can offer their learning experience (short field trips, master classes, and other workshop activities at local colleges or programs).

Spanish

AP Spanish Language and Culture

Prerequisite: Successful completion of Intensive Practice in Spanish Language and Hispanic Culture and instructor recommendation

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 a variety of instructional materials and resources.

Communication in the Hispanic World

As students move into an upper-level Spanish language course, they will increase their literacy and writing skills through genre-based study. Students will examine descriptive, narrative, opinion, and informational texts and will produce writing in these genres as well as dabble in creative writing. Students will start to feel more confident with oral communication and will be encouraged to speak more in Spanish. Authentic resources from the Spanish-speaking world will allow students to see language and culture as it is used in the real world.

Connections in Spanish Language and Hispanic Culture

Students will continue their study of the Spanish language through longer texts and short novels. The focus is placed on literacy and writing, with opportunities to expand their emerging speaking skills. Authentic resources will give further exposure to cultural topics from the Hispanic World.

Foundations of Spanish Language and Hispanic Culture

This course is designed for students with little to no previous exposure to the Spanish language. Through simple conversations, readings, and activities, students will be exposed to high-frequency words and structures. The focus will be on reading and listening comprehension, along with some emerging writing skills. Students will also be exposed to the products and practices of Spanish-speaking people throughout the world.

Honors Intensive Practice in Spanish Language and Hispanic Culture

The Honors Intensive Practice level allows the most motivated Spanish language students to rapidly increase their proficiency through content-based language study. Students will learn about various topics in history/social studies, science, music/art, literature, and current events with Spanish as the language of instruction. The focus will be on strengthening oral language skills as well as academic writing. This course is a prerequisite for AP Spanish Language and Culture.

Language and Culture in the Hispanic World

The course focuses on strengthening the basic reading and listening skills practiced in Foundations. It allows students to move at a comfortable pace towards attaining a useful level of proficiency in the target language.

SOCIAL/ EMOTIONAL HEALTH & WELLNESS

Charter Arts Transition (6)

Elective

Open to 9th Grade

The Charter Arts Transition elective serves as an extension of new student orientation intended to acclimate incoming students to Charter Arts and 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 themes of self-identity and expression, community building, and various technology resources available to enhance their learning experience. Additionally, students will receive additional time to explore Naviance, a web-based resource to help students align their strengths and interests with their future career & college goals.

Health and Wellness (7)

10th Grade required course

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.

Career & College Readiness (8)

Elective

Open to 11th Grade

The Career & College Readiness elective encourages students to fine-tune their post-secondary plans beyond the required modules associated with our advisory period. Juniors will dive deeper into career and college exploration through Naviance, additional online resources, guest speakers, and more. Lessons and activities will focus on the four domains of the PA Career Education and Work Standards including Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, and Entrepreneurship. By the end of this course, students will have a portfolio of materials to support them with life after graduation.

Yoga, Fitness, and Wellness (1113)

Semester Elective

Grades 11 & 12

This class is designed for students who are new to yoga, or those with some basic knowledge, and students who want to explore basic fitness. Students will learn the fundamentals of yoga in a group setting, as well as mindfulness, stretching, and strength training. The class will cover the background of yoga traditions, including service to the community. Students will learn pose sequences, meditation, and breathing techniques. Through fitness and wellness, this course will help reduce stress, strengthen the body and the mind, and can be taken annually if a student's schedule permits. You'll walk out feeling embodied, empowered, and energized.

ELECTIVES

Each student is required to take 1 credit of electives to graduate from Charter Arts. The courses listed below will fulfill this requirement and allow the student to explore interests outside their major. Students may take as many electives as their schedule permits, even after the credit requirement has been met.

Quicklook key

- * Denotes a special requirement. Please see the course description for more information.
- ** Denotes a prerequisite is necessary before enrolling in the course.
- ^ Denotes a semester-based elective

Some electives are grade-specific, audition based, or require a prerequisite. This is indicated on the quicklook chart, and are color coded as such.

- o pre-requisites and major restrictions are highlighted in blue
- o audition-based electives are highlighted in yellow
- o grade level specific electives are highlighted in green
- o semester-based electives are noted, if not indicated, it is a full-year course

Important Notes on Electives

If a course listed in this section requires an audition, these auditions must be scheduled with the Director of the Artistic Department before May 1 for currently enrolled students and August 1st for new/transfer students.

- Elective courses are meant to be taken one time and not repeated to allow for more student participation.
- Due to staffing and scheduling constraints, elective course offerings may vary annually and when offered, may have limited section offerings and enrollment.
- Request for an elective course is not a guarantee to be scheduled for the course.
- Electives will be filled based on available sections and grade level seniority. For example, If the elective is not available in 9th grade, a student may be able to take it in 10th grade.
- Some electives are grade level specific and are listed as such.
- See the descriptions section below the quicklook chart for more information on each course.

Elective Quicklook				
Course title	Grade 9	Grade 10	Grade 11	Grade 12
AP Art History			X	X
Audio and Video Production [^]	X	X	X	X
Broadcast Production [^]			X	X
Career & College Readiness			X	
Charter Arts Transition	X			
Contemporary World Issues			X	X
Creative Process for the Dancer *	X	X	X	X
Creative Writing	X	X	X	X
Intermediate/Advanced Photography ^{**^}	X	X	X	X
Introduction to Acting [^]	X	X	X	X
Introduction to Choral Singing [^]			X	X
Introduction to Dance: Musical Theatre [^]	X	X	X	X
Introduction to Film Studies [^]	X	X	X	X
Introduction to Graphic Design [^]	X	X	X	X
Introduction to Photography [^]	X	X	X	X
Introduction to Production [^]	X	X	X	X

Jazz Ensemble *	X	X	X	X
Journalism^	X	X	X	X
Keystone Workshop (Algebra 1, Biology, Literature) **^		X	X	
Media Lab: Commercial Video and Content Creation			X	X
Musical Theater Performance^*			X	X
Orchestra*	X	X	X	X
Percussion Ensemble *	X	X	X	X
Personal Finance^				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, Fitness, and Wellness^			X	X

Elective Descriptions

Audio & Video Production (1095)

Semester

Open to all grades

Open to non-Production Arts majors only

Students in all majors will learn the fundamentals of audio production as it relates to both live and recorded sound. Students will be able to identify different types of microphones, components of sound systems, and mix audio for multiple scenarios. Students will also learn the fundamentals of video production such as exposure, composition, and editing. Throughout the semester, students will produce audio and video content such as interview-style videos, informational videos, radio commercials, and podcast episodes. Students will develop proficiency in Final Cut Pro, Garageband, Logic Pro, and Protools. *This course is for non-Production Arts majors.*

AP Art History (844)

Grades 11 & 12

This is an accelerated reading and writing-intensive art history survey course that prepares students for the AP Art History exam. Emphasis is placed on the development of 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 (1906)

Semester

Grades 11 & 12

Students in all majors will further their competency in audio and video production in this secondary course by producing broadcast-style content. Students will learn advanced techniques for filming and editing video content. Additionally, students will learn how to conduct journalistic video interviews, craft stories, and create supporting

graphics. Students will produce journalistic and promotional content for the school in the form of short news and commercial style videos. Students will develop advanced proficiency in Final Cut Pro.

Career & College Readiness (8)

Semester

11th Grade

The Career & College Readiness elective encourages students to fine-tune their post-secondary plans beyond the required modules associated with our advisory period. Juniors will dive deeper into career and college exploration through Naviance, additional online resources, guest speakers, and more. Lessons and activities will focus on the four domains of the PA Career Education and Work Standards including Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, and Entrepreneurship. By the end of this course, students will have a portfolio of materials to support them with life after graduation.

Charter Arts Transition(6)

Semester

9th Grade

The Charter Arts Transition elective serves as an extension of new student orientation intended to acclimate incoming students to Charter Arts and 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 themes of self-identity and expression, community building, and various technology resources available to enhance their learning experience. Additionally, students will receive additional time to explore Naviance, a web-based resource to help students align their strengths and interests with their future career & college goals.

Contemporary World Issues (246)

Grades 11 & 12

Ripped from the headlines! Students enrolled in this Contemporary World Issues course will examine daily headlines to discuss how the events happening in the world all around us impact our day to day lives. Students will examine political, social, and economic issues from a variety of perspectives and news sources while debating the merits of a diverse set of arguments. If you want to get to the bottom of the issues that dominate local, national, and global conversations, then this Contemporary Issues class is for you!

Creative Process for the Dancer (919)

By audition only

Open to all grades

This course will engage students in creative dance processes that range from collaboration with peers and the creation of choreography to receiving 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 completed choreographic works. Some of these works will be chosen for inclusion in the Dance Department's annual Dance Soup Concert. In the second unit, 12th grade dance majors will choreograph work for 9, 10, & 11th grade dancers 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. 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 (154)

Semester

Open to all grades

Open to non-Literary Arts majors 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 course 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. 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. *This course is for non-Literary Arts Majors.*

Intermediate/Advanced Photography (983)

Semester

Open to all grade levels

Prerequisite: Introduction to Photography

Students will further develop basic digital photography techniques into a mastery of higher-level skills and improved visual comprehension. Through a series of problem-solving assignments that encourage both collaboration and growth, students will produce a varied body of work to create a personal style. Creative camera techniques, advanced composition, visual language, flash & lighting techniques, combined with organizing and editing within the Adobe suite will support varied genres of student interest. Through an in-depth examination of the photographic medium with a focus on the origins of contemporary image-making, this course will also emphasize seeing, reading, writing, and discussing photographic trends and critical ideas. Students will have opportunities to work with departments in the school and outside of school, exploring photography careers. This elective course is designed for all students who have completed either Introduction to Photography or Digital Photography.

Introduction to Acting (981)

Semester

Open to all grade levels

Open to non-Theater majors only

This semester-length 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 Choral Singing (1064)

Semester

Grades 11 & 12

Open to non-Vocal Music majors only

Students in this course will participate in the vocal department's foundational choir for one semester. The choir consists of all ninth and tenth-grade vocal majors, instrumental majors who elect to participate, as well as students in other artistic majors wishing to participate in choir. The ensemble performs a wide variety of choral repertoire including modern classical choral repertoire, folk song, gospel, and pop. Students will also engage in vocal improvisation activities and work to strengthen their music literacy skills. Students will develop their choral voice and perform together within the large group both on the concert stage at Charter Arts as well as out in the community. Open to non-Vocal Music majors only.

Introduction to Film Studies (1114)

Semester

Open to all grade levels

Open to non-Literary Arts majors only

Introduction to Film Studies is a semester-length course that is an entryway into the "reading" and comprehension of the film as a language. Students explore the language of film and how film communicates. Students will spend time looking carefully at how films are constructed through elements such as lighting, sound, movement, and performance, and how specific filmmaking techniques create specific audience responses. This course provides opportunities to experience a broader range of movies than students are used to seeing and offers chances to think about, talk about, and write about film. *Open to non-Literary Arts Majors only.*

Introduction to Dance: Musical Theatre (1112)

Semester

Open to all grade levels

In this semester-long, dance-focused, performance-based class students will learn a variety of dance styles while becoming acquainted with the preparations necessary for a musical theatre dance audition. Students will perform individually and with their peers to develop the skills necessary to properly warm up their bodies and learn combinations for an audition in jazz, modern, hip-hop, tap, and theatrical dance. Dance genres will vary based on the combinations taught, and students will learn choreography influenced by various genres. Through this study, they will learn how to effectively prepare for a musical theatre audition and callback. The course content will address a variety of musical theatre styles, genres, and the associated vocabulary from past to contemporary musical theatre. By the end of this course, students will feel confident in their abilities to speak about, learn, retain, and perform musical theatre dance audition combinations.

***Students are encouraged to have a background in and/or experience with theatre, vocal, or dance training or coursework (i.e. Intro to Acting, Intro to Choral Singing, or Musical Theatre Performance). Performance experience, within the community or at Charter Arts is also applicable.*

Introduction to Graphic Design (978)

Semester

Open to all grade levels

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 Photography (974)

Semester

Open to all grade levels

Open to non-Visual Arts majors only

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 a means of self-expression. No prior experience is required. This course is designed for students that are not currently enrolled in the Visual Arts majors.

Introduction to Production (1631)

Semester

Open to all grade levels

Open to non-Production Arts majors only

In this introductory course to theatrical production, students will learn the basics of design for theatre, technical theatre, and stagecraft. This course explores hands-on units in the making of costume design and sewing, set renderings and construction, sound design and foley recording, prop-making, and stage lighting. Students will be introduced to the tools, equipment and materials that make our school productions run. They will learn to analyze scripts, think conceptually and work collaboratively. By the end of this course, students will have had the opportunity to design and execute in a number of production roles.

Jazz Ensemble (937)

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 SteelStacks High School Jazz Showcase.

Journalism (153)

Semester

Open to all grade levels

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 various 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. This course is open to all majors.

Keystone Workshop (Algebra 1, Biology, Literature)

Supplemental support if not proficient on Algebra 1, Biology, and/or Literature Keystone Exam

Keystone Workshop courses provide students with remediation and supplemental instruction before retaking the Keystone Exams. Algebra 1, Biology, and/or Literature skills, and the 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 to achieve a proficient score. More up-to-date information about Keystone Exams can be found on our school website.

Media Lab: Commercial Video and Content Creation (1907)

Semester

Open to all grade levels

This course, which is open to all majors, will give students the opportunity to create video and promotional material geared towards social media platforms. Students will use technical skills to create fast-paced, targeted, and engaging media marketing content. Students explore marketing and branding fundamentals relating to social media content. Students will create promotional videos, photos, and graphics for Charter Arts social media and other organizations and develop proficiency in video and photography, Final Cut Pro, Adobe Lightroom, and Photoshop.

Musical Theater Performance (1021)

Semester

Open to all grade levels

Prior experience in musical theatre encouraged - see below**

This course is a performance-based class that requires students to create a portfolio of audition material for musical theatre. Students will perform 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.

***Students are encouraged to have a background in and/or experience with theatre, vocal, or dance training or coursework (i.e. Intro to Acting, Intro to Dance, or Intro to Choral Singing). Performance experience, within the community or at Charter Arts is also applicable.*

Orchestra (938)

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. The rehearsal setting and techniques are similar to 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 (1047)

By audition only

Percussion Ensemble is composed mostly 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 are an opportunity to apply concepts learned in percussion technique classes as well as providing students with valuable ensemble concepts.

Personal Finance (461)

Semester

Grades 11 & 12

Personal Finance is a semester-long course designed to provide a fundamental understanding for making informed personal financial decisions. We delve into the concepts of budgeting, saving and investing, student loans, taxes, building and maintaining credit, purchasing a car/home, and much more! Not only will this course introduce students to what they will be facing within the years to come, but it also provides real-world examples and a hands-on approach to make some of life's most important financial decisions. If you've ever sat in class and wondered "When am I ever going to use this?" - here's your answer!

Psychology (245)

Grades 11 & 12

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. Additionally, 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 artistic areas by building on and broadening their skills for managing anxiety and dealing with high-pressure performances.

SAT Prep English

Semester

Grades 10 & 11

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, essay prompts, and study resources. Independent practice is followed by a 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 Prep Math

Semester

Grades 10 & 11

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 the 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 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 (244)

Grades 11 & 12

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 (935)

By audition only

The String Ensemble studies and performs the 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 (990)

By audition only

The Charter Arts Touring Choir is a 30-35 voice mixed choral ensemble, auditioned from all grades and majors of the Charter Arts 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 (1063)

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 (936)

By audition only

Wind Ensemble is composed mostly 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 (840)

Grades 11 & 12

*For non-Visual Arts Majors, Graphic Design will be a required prerequisite starting in the 23-24 school year. Intro to photography is also suggested, but not required.***

The Yearbook elective is designed to provide an 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 the 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, Fitness, and Wellness (1113)

Semester

Grades 11 & 12

This class is designed for students who are new to yoga, or those with some basic knowledge, and students who want to explore basic fitness. Students will learn the fundamentals of yoga in a group setting, as well as mindfulness, stretching, and strength training. The class will cover the background of yoga traditions, including service to the community. Students will learn pose sequences, meditation, and breathing techniques. Through fitness and wellness, this course will help reduce stress, strengthen the body and the mind, and can be taken annually if a student's schedule permits. 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 flexibly and responsively 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 their individual needs.

Students shall participate in the general education classroom and receive the general education curriculum to the maximum extent appropriate, which may be accommodated, adapted, or modified to meet the individual requirements as outlined 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. 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 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.