

Charter Arts



Course Catalog
2026-2027

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 ten counties in the Lehigh Valley and eastern Pennsylvania. Charter Arts serves approximately 550 students, which represent over forty-five 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 artistic majors with a rigorous academic program. Students learn 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 artistic and core academic 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 skills, and develop discipline and a focused work ethic.

Our curriculum and course offerings that 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 a glimpse into the Charter Arts educational experience—both artistically and academically.

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

Cover designed by Nader Manavizadeh, LPC.

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OUR MISSION

The Lehigh Valley Charter High School for the Arts (Charter 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 twenty-third 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. Additionally, Charter Arts received the following rankings on Niche's 2026 Best Schools in America Rankings, which is based on data from the 2024-2025 school year:



- Best Public High School Teachers in Pennsylvania: 1st of 668
- Best Charter High Schools in Pennsylvania: 1st of 77
- Best Public High Schools in Lehigh Valley Area: 1st of 30
- Best Public High School Teachers in Lehigh Valley Area: 1st of 30
- Best High Schools for the Arts in Pennsylvania: 2nd of 29
- Best Public High Schools in Pennsylvania: 16th of 677
- Best Public High School Teachers in America: 23rd of 19,115
- Best College Prep Public High Schools in Pennsylvania: 56th of 650
- Best High Schools for the Arts in America: 75th of 866
- Best Charter High Schools in America: 86th of 2,547

[Click here](#) to read more about the Blue Ribbon Schools program and this prestigious national award, which reminds us of our commitment to providing a rigorous academic and artistic education schoolwide, combined with a focus on supporting students socially and emotionally. [Click here](#) for our performance on the state's Future Ready PA Index. Charter Arts is considered one of the most respected high schools for the arts in the country and our graduates are recruited by top colleges, universities and arts conservatories.

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 semifinalist. 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 at 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 & Inclusion*. While acknowledging the many barriers in our country that impede equity, diversity and inclusion, the Charter Arts Board of Directors 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 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. Transfer students' graduation requirements for artistic credits and community service/internship hours are adjusted based on years of attendance and transcript review.

Requirement	Number of Credits Needed	Requirement	Number of Credits Needed
Artistic Major	6 credits per year	Seminar	3 credits
English/Language Arts	4 credits	Electives	1 credit
Social Studies	4 credits	Artistic Capstone Project	Implemented and assessed by artistic department
Mathematics	3 credits	Career & College Portfolio (by the end of 11th grade)	Pass/Fail (non-credit)
Science	3 credits	Community Service/ Internship Hours	Pass/Fail (non-credit)
World Language	2 credits (same language recommended)	Keystone Exams*	Pass/Fail

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 & Exploration (Section 13.1);
 Employability Skills (Section 13.2);
 Growth & Advancement (Section 13.3); and
 Personal Interests & Career Planning (Section 13.4).

PDE requires that all Charter Arts students maintain a portfolio, which includes at least eight (8) career artifacts (or assignments). These artifacts are completed and stored in each student's Naviance portfolio.

Naviance Career & College Readiness Artifact Sequencing

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 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).

Following the end of their 11th-grade year, Charter Arts applies a "P" (pass) on students' Official Transcripts upon completion of all Naviance college and career artifacts. Should any student fail to complete the required number of Naviance college and career artifacts, Charter Arts applies an "F" (fail) to the student's Official Transcript.

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 are 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 are still required to complete all career artifacts in order to graduate even though their career portfolios were to be completed by the end of their 11th-grade 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.

Community Service/Internship Hours

Charter Arts requires that all students complete 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	3 Years of attendance = 45 Hours
2 Years of attendance = 30 hours	4 Years of attendance = 60 Hours

All Charter Arts students are required to provide documentation of their community service/internship 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 Quarter 3 of senior year. You can access the Official Community Service/Internship Log [here](#) and it is available on the school's website in the Forms Library and at the School Counseling Suite. Failure to fulfill and document all required hours will prevent your child from participating in 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. Each year during Charter Arts' graduation ceremony, students that exceed our requirement with more than 100 hours of Community Service/Internship Hours are recognized.

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) when 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 or 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 academic curriculum while enrolled at Charter Arts. All projects are differentiated to meet the needs of the student and artistic major and are supported and assessed by the teachers within the artistic department.

Keystone Exams

Keystone Exams in Literature, Algebra 1 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 is reported on official transcripts for Literature, Algebra 1 and Biology.

Act 158 (Senate Bill 1095) expanded the options for students to demonstrate postsecondary readiness using additional pathways that more fully illustrate college, career and community readiness. Students attempt proficiency through each pathway described below in ascending order, beginning with Proficiency Pathway. **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 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 on the following page, which outlines the requirements of each graduation pathway and contact our Director of Admissions and Assessments should you have any additional questions or concerns.

Keystone Exams are administered digitally. Students with 504 and IEP accommodations should consult with the Keystone Coordinator.

Keystone Proficiency Pathway	Proficient or Advanced (minimum of score of 1500 or better) on all three Keystone exams
Keystone Composite Pathway	• Students will continue to participate in remediation and retest twice per course area; • Earned a non-numeric Proficient in a Keystone Exam pursuant to Act 136 of 2020; • If a student does not have a numeric or non-numeric score of Proficient or Advanced, successful completion of locally established, grade-based requirements for academic content associated with each Keystone Exam, AND • Have at least one Keystone Exam scaled (numeric) score of Proficient or Advanced, no Keystone Exam scaled (numeric) score of Below Basic, and the composite of the THREE scaled (numeric) scores must be 4452 or greater; OR • Achieves a Keystone Composite score of 2939 or greater for two of the three Keystone Exams, which is calculated using the highest numerical scores attained by the student, neither of which may be Below Basic and at least one of which must be Proficient or better
Alternative Assessment Pathway	Successful completion of Charter Arts' courses associated with the Keystone Exams AND one of the following: • ACT: Score of 21 or higher • ASVAB AFQT: Composite score of 31 or higher • PSAT/NMSQT: Score of 970 or higher • SAT: Score of 1010 or higher • Advanced Placement: 3 or higher for each Keystone Exam content area • Concurrent Enrollment: successful completion for each Keystone Exam content area • Demonstrate acceptance in an accredited 4-year institution of higher education • Successful completion of an approved Pre-Apprenticeship Program
Evidence-Based Pathway	End-of-course passing grade of at least 65% in Algebra 1, Biology and English 10 AND three of the following: • Proficient on at least one Keystone exam • Meet the college readiness benchmark on PSAT, SAT or ACT as determined annually by College Board and 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

SAT & PSAT EXAMS

Some colleges and universities have implemented a policy that they no longer require prospective applicants to submit their SAT results as part of their application process. These schools are known as "Test Optional." This does not mean you shouldn't take the SAT, since some colleges still require prospective applicants to take and submit their SAT results. Other colleges and universities have adopted only temporary Test Optional status and will return to requiring SAT results as a requirement for admission when they deem it necessary. Charter Arts now requires students to access their College Board account and request their SAT results be sent electronically to those colleges and universities that they are applying to. College Board administers exams digitally. Students with accommodations as per their 504 Plan or IEP should consult with their school counselor and/or the SAT Coordinator.

COURSE SELECTION & GRADING

Prospective students preliminarily select their courses during the academic review process. The academic review is conducted after acceptance and is only used to identify student rigor placement and interest in coursework so that students are scheduled accordingly. Incoming students are required to take placement exams, as necessary, which are used to help determine student placement.

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, Advanced Placement (AP) qualification and selection, elective offerings, and schedule change procedures. School counselors meet with students individually to discuss scheduling questions or concerns by appointment, as requested. To facilitate course selection, each student completes a grade-appropriate scheduling online through PowerSchool. 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 school year.

Charter Arts reserves the right in the scheduling process to close course sections once enrolled at max capacity. If a course is under-enrolled (five students or fewer), that course may be canceled unless it is a graduation requirement. The School Counseling Department maintains a waitlist for a closed section (enrollment from the waitlist into a closed section is subject to availability). It is important to understand that due to the number of courses students are required to take each year, both academically and artistically, it may not be possible to fulfill specific course requests (e.g., electives, additional academic courses) due to such scheduling constraints; therefore, required courses take precedence over elective courses. Students are not permitted to retake a course that they have already earned credit for, unless specified in the course description. Course requests 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 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 mails 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.

Some courses in this course catalog are grade-specific, audition-based, have a prerequisite requirement and/or have restrictions. These are color coded as such:

Grade-specific availability Auditions-based requirement Course length
Prerequisite requirements Major-specific restrictions

Schedule Changes

The School Counseling Department processes schedule changes over the summer, at the beginning of each school year and at the start of the second semester in order to correct errors, conflicts, omissions and/or additions to a student's schedule. Students have a five-day window at the start of each semester to modify their schedules without it impacting a student's transcript. Any schedule changes that are initiated on or after the sixth school day of the school year or second semester are recorded on the student's official transcript with a "WP" (withdrawal passing) or "WF" (withdrawal failing).

Once a section is at maximum capacity, that section is closed and cannot accept new enrollment. Student-requested 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 are approved.

Courses Not Taken at Charter Arts

- **Concurrent Enrollment: Students may take courses at colleges and universities for enrichment purposes only but those 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 3:30 PM. Charter Arts cannot adjust student schedules to accommodate earlier college/university class times but may take a concurrent course earlier than 3:30 PM if they are approved for permanent early dismissal.
- **Dual Enrollment:** Charter Arts develops partnerships with local colleges and universities to ensure that students have access to dual enrollment coursework. As more information becomes available, Charter Arts communicates with families directly and will post updated information to our school website.
- **Credit Recovery:** Students who fail core academic and/or artistic coursework must participate in credit recovery. Please reference the credit recovery sections below.

Credit Recovery & Retention

The failing grade received during the school year permanently appears on all cumulative records, including report cards and transcripts. A grade received through summer credit recovery is reflected as a "P" (pass) or "F" (fail) on all cumulative records and transcripts upon completion of the course. 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 their transcript. If a student fails three or more courses in a school year, that student is ineligible for promotion to the next grade level. Students must earn all six credits in their artistic major in order to be promoted with their cohort. Student credit recovery and retention is 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

Any credit given for successful completion of the course will not exceed the credit of the course failed. Students are expected to earn/recover all non-elective courses failed during the school year. Students are required to earn the credit through Intermediate Unit 20's credit recovery program, *Edgenuity*. Summer school courses are completely online and begin in the first week of July and must be completed by August 15.

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 one or more required artistic classes, summer credit recovery is required for the student to be promoted to the next grade level. Students are only eligible to complete a maximum of two artistic credit recovery courses per summer. Artistic Summer Credit Recovery occurs between the end of the school year and June 30. 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, Charter Arts will communicate 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 their 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 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 and semester-long artistic course recovery is \$440 per course and requires a minimum of 10 instructional hours. Payment may be made by cash, credit card (with processing fee), or check or money order made 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 start 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 are 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 30. 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 academic courses at the College Preparatory, Honor and Advanced Placement levels. This course catalog consists of courses ranging from traditional core academic courses to pre-professional courses in the arts and is organized alphabetically by department. Student course rigor placements are determined by reviewing previous courses taken, grades earned, teacher recommendation and/or a subject area placement test.

College Preparatory Courses (CP)

CP-level 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

Honors-level courses cover more advanced topics than CP-level courses, complete work at a faster pace with more independent work required, and discuss topics in more depth. **In order for students to be placed in an Honors-level course, students must earn 90% or higher in their previous CP-level course or earn an 85% or higher in their previous Honors-level course and receive a teacher recommendation.**

Advanced Placement (AP)

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. At Charter Arts, students must be approved by the AP Committee in order to enroll in an AP course. Students should consult with the AP Coordinator if they need support in determining whether or not they should take the exam(s).

Prerequisite courses and final grades are required before a student is enrolled in an AP course. See course descriptions for more information about prerequisites. Students and their parents/guardians are not permitted to override the AP Committee's decisions pertaining to placement into AP courses without being reviewed by the AP Coordinator. Override requests are reviewed on a case-by-case basis.

Please refer to the Advanced Placement section of the Course Catalog (pages 63-67) for information on the AP qualification and selection process for students; prerequisite requirements for enrollment in AP courses; AP course maximum course enrollment; summer course work required of AP students; AP testing policies for students; AP Independent Study status; requirements for transfer students requesting AP placement; failure to meet the prerequisite requirements after initial placement in an AP course. Additionally, the prerequisite requirements for each AP course are provided in the course description in each AP course.

11th-grade AP Exam score(s) are added onto a student's Transcript upon request; however, students need to request that their AP score(s) be added onto their Official Transcript via the Transcript Release Form. 12th-grade AP Exam results will not be available to students until after they have graduated; therefore, a student's 12th-grade AP score(s) will not be included on their Official Transcript. AP Students will still need to submit their AP Exam results to the college or university they are attending through their online College Board account.

Academic AP Courses Offered at Charter Arts	Artistic AP Courses Offered at Charter Arts
Art History Biology Calculus AB Calculus BC English Language & Composition English Literature & Composition Statistics United States Government & Politics United States History	2-D Art & Design 3-D Art & Design Drawing Music Theory

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 and 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.

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 on the next page. 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 are graded with a numerical grading system. Charter Arts uses a non-weighted system to calculate students' grade point average value (GPA). 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. *Note:* Charter Arts does not utilize letter grades on report cards or transcripts and is listed here as a reference only.

Percentage Grade	Letter Grade*	GPA Conversion Aligned to College Board
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	0.0

High Honor Roll and Honor Roll status are determined at the end of each marking period. In order for students to receive High Honor Roll status, students need to earn 93% or higher in all classes. In order to Honor Roll status, students need to earn 87% or higher in all classes.

Charter Arts does not provide class rank to students or prospective colleges and universities. The basis of college acceptance continues to focus on grades, courses taken, college entrance exams and the student portfolio of achievement/performance in all areas.

Where Charter Arts Graduates Continue Their Education

American University (DC) Berklee College of Music (MA) Binghamton University (NY) Bloomsburg University (PA) Boston College (MA) Boston Conservatory (MA) Boston University (MA) California Institute of the Arts (CA) Cedar Crest College (PA) Commonwealth University (PA) DeSales University (PA) Drexel University (PA) East Stroudsburg University (PA) Emerson College (MA) Fashion Institute of Technology (NY) Fordham University (NY) George Mason University (VA) George Washington University (DC) Hofstra University (NY) Howard University (DC) Indiana University of PA (PA) Ithaca College (NY) Johns Hopkins University (MD) Kutztown University (PA)	Lafayette College (PA) Lehigh University (PA) Marist College (NY) Maryland College Institute of Arts (MD) Manhattan Marymount College (MD) Massachusetts College of Art (MA) Millersville University (PA) Montclair State University (NJ) Moore College of Art & Design (NY) Moravian College (PA) Muhlenberg College (PA) New England Conservatory of Music (MA) The New School (NY) New York University (NY) Oberlin College (OH) Ohio State University (OH) Pace University (NY) Pennsylvania State University (PA) Point Park University (PA) Pratt Institute (NY) Rensselaer Polytechnic Institute (NY) Rhode Island School of Design (RI) Rider University (NJ) Ringling College of Art & Design (FL)	Rochester Institute of Technology (NY) Rutgers University (NJ) Sarah Lawrence College (NY) Savannah College of Art & Design (GA) Seton Hall University (PA) Shenandoah University (VA) Slippery Rock University (PA) State University of New York (NY) Syracuse University (NY) Temple University (PA) Towson University (MD) University of Arizona (AZ) University of California Los Angeles (CA) University of Delaware (DE) University of Southern California (CA) University of Michigan (MI) University North Carolina of the Arts (NC) University of Pennsylvania (PA) University of Pittsburgh (PA) University of Vermont (VT) Vassar College (NY) Wagner College (NY) West Chester University (PA) Yale University (CT)
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For a more comprehensive list, please visit www.charterarts.org.

Between 2020-2025, Charter Arts graduates collectively earned more than \$30 million in scholarships.

College Scholarships	
Graduating Class	Scholarships
2025	\$8,229,496
2024	\$3,572,907
2023	\$5,372,204
2022	\$4,682,207
2021	\$5,473,904
2020	\$3,458,892
Total	\$30,784,611
Yearly Average	\$5,130,769

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 discusses and determines the services and activities that 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 takes during high school. Early planning encourages a coordinated effort between the present and future goals of the student. Students 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.

Special Education Course Descriptions

Academic Support (390)

Academic Support is designed to help students with IEPs succeed in their required courses by providing additional instructional time and subject-learning strategies for students who need extra support and assistance. Academic Support also provides opportunities for students to work on homework and classroom assignments, as well as progress towards their IEP goals.

Math Intervention (392)

Math Intervention is a supplemental course that is designed to reinforce math concepts and skills in a small-group setting with a research-based curriculum. Students receive additional instruction and support based on their individual needs and course content. Focus is placed on helping students strengthen their foundational math skills. The goal is to move students from their current level of performance toward course-specific expectations.

Reading Intervention (391)

Reading Intervention is a supplemental course that is designed to reinforce the reading, writing and language in a small-group setting with a research-based curriculum in both direct phonics instruction and reading comprehension. Students review reading and writing skills, as well as receiving individualized support to enhance their understanding of and ability to implement skills in order to have consistent opportunities to hone the five literacies necessary for cogent and concise communication: listening, thinking, speaking, reading and writing.

ARTISTIC DEPARTMENTS

DANCE

The curriculum in the Dance Department 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 learn self-discipline, physical control, class etiquette, properly executed alignment and technique through rigorous daily classes. Focus is on the refinement and mastery of classical and contemporary techniques. Dance students 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. Additionally, the Dance Department presents three dance performances each year and participates in various community-based events that range from working with professional dance companies to art installations. All dance students are required to participate in *Quilt*. If dance students would like to participate in one or both of our other departments' performances, *Dance Soup* and *Young Choreographers in Concert (YCC)*, enrollment in the year-long elective associated with these performances is required.

Dance Department Course Sequencing

Grade 9	Ballet Technique 1, 2 or 3 Modern Technique 9/10 Seminar 9 Improvisation 9 Rehearsal & Performance Pointe, Jazz Technique or Conditioning
Grade 10	Ballet Technique 1, 2 or 3 Modern Technique 9/10 Improvisation 10 Dance History 10 & Special Topics Rehearsal & Performance Pointe, Jazz Technique or Conditioning
Grade 11	Ballet Technique 2, 3 or 4 Modern Technique 11/12 Composition 11 Dance History 11 & Special Topics Rehearsal & Performance Pointe, Jazz Technique or Conditioning
Grade 12	Ballet Technique 2, 3 or 4 Modern Technique 11/12 Composition 12 Seminar 12 Rehearsal & Performance Pointe, Jazz Technique or Conditioning

Dance Department Course Descriptions

Ballet Technique

The study of ballet technique is a process-centered practice that is built on sequential, repetitive and rigorous class exercises designed to mold and shape a dancer's body to perform the required movements. 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. Ballet course work is leveled and progresses from novice to advanced. As students are promoted to the next level, 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. *Note:* 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 Technique 1 (900)
- Ballet Technique 2 (901)
- Ballet Technique 3 (902)

Class Levels for 11th and 12th Grades:

- Ballet Technique 2 (901)
- Ballet Technique 3 (902)
- Ballet Technique 4 (1105)

Composition 11 (912)

11th-grade dance students expand their movement vocabulary through various class improvisation assignments. Rhythmical awareness and visual sensitivity are 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 perform in-group composition assignments.

Composition 12 (913)

12th-grade dance students explore several valuable tools that function in the task of converting ideas and movement into complete cohesive dances, which includes how movement for dance is conceived, appropriate themes for a dance, how to consider the space in which a dance is 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. Students research, conceptualize and create a performance piece of their own. The application of learned techniques take place in the Creative Process elective.

Conditioning (1100)

This course provides the dancer with additional work in the areas of flexibility, strength and stamina. Since 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 are incorporated into a program that takes into consideration the distinct, individual needs of the student. Injury prevention is a key focus of conditioning.

Dance History 10 & Special Topics (1101)

Context is given to a student's physical dance experience and 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 are introduced to the pioneers of dance and those who inspired or supported their visions. Emphasis is placed on world events taking place during the turn of the 20th century, including those taking place in dance, music, art and theatre.

Dance History 11 & Special Topics (1102)

The historical progression of dance from ancient times through the 20th century is analyzed, including studying how dance is passed down over time. Students research 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.

Improvisation 9 (910)

The 9th-grade 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 11th- and 12th-grade. Through structured exercises involving exploration, experimentation and risk-taking, students are encouraged to add to their movement vocabulary.

Improvisation 10 (911)

The 10th-grade 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 11th- and 12th-grades. Through structured exercises involving exploration, experimentation and risk-taking, students are encouraged to add to their movement vocabulary.

Jazz Technique (914)

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

Modern Technique 9/10 (903)

This 9th- and 10th-grade course encompasses both classical and contemporary styles as students explore their movement potential and self-expression. Emphasis is placed on repetitive physiologically sound movement progressions, energy contrasts, correct alignment, coordination, flexibility, strength and endurance, which is introduced and developed through a series of movement exercises and explorations. 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 by exploring fundamental elements of modern dance with a goal to progress into versatile, athletic and intuitive modern dancers with compelling performance capabilities.

Modern Technique 11/12 (904)

This 11th- and 12th-grade course encompasses both classical and contemporary styles as students explore their movement potential and self-expression. Emphasis is placed on repetitive physiologically sound movement progressions, energy contrasts, correct alignment, coordination, flexibility, strength and endurance. 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.

Pointe (916) & Basic Pointe (915)

Students increase strength, control, refinement, improving quality of movement, and musical and artistic expression. An advanced pointe student is able to complete all elements of a ballet technique class on pointe, as if in flat shoes, which includes barre work, adagio, pirouettes, petite and grand allegro. Classical variations are taught and the students work toward achieving strong technique and artistry within the movement.

Rehearsal & Performance (917)

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

Seminar 9 (1104)

This course is designed to build our younger students' confidence and provide them with the tools for success. Students learn the rules and traditions of the dance world, proper etiquette for class, body alignment and weight placement. This course also emphasizes dancer wellness, including safe training practices, injury prevention, self-care strategies, and developing healthy physical and mental habits that support long-term growth. This course serves as an introduction to early dance history, with a focus on developing skills for examining the connections between dance, history, culture and society.

Seminar 12 (909)

Students are involved in activities that expand their understanding of career options in the field of dance. Students create a solo and personal portfolio, which can be used in the college application process. Students research various dance and fitness techniques that inhibit the qualities of a healthy dancer for a successful career.

This course concludes the dance history program by taking a deeper look at the social trends in dance. Students look at current dance companies and use history to determine how the field is growing and how they individually fit into that future.

Inter-Departmental Dance Electives by Audition

Creative Process for the Dancer (919)

Students engage 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 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 of the first unit is an exhibition of completed choreographic works by choreographers and dancers, some of which are chosen for inclusion in the annual *Dance Soup* concert. In the second unit, 12th-grade dance students choreograph work for 9th-, 10th- and 11th-grade dancers. Formal performance of this choreographic work in the Dance Department's *Young Choreographers in Concert* serves as the final exam. Further, all students participating in this course must be available and commit to all rehearsals and performances in and outside of regular school days.

By Audition Only

INSTRUMENTAL MUSIC

The Instrumental and Vocal Music Departments are two distinct departments; however, some music courses are required of both majors, while others are major-specific. For example, music history courses are the same and are required of both departments, while technique classes are independent of one another. Student schedules are customized based on each student's ability and performance-level. Incoming students in this department take placement exams for all Music Theory classes. Instrumental students are required to take the Instrumental Ensemble that corresponds to their primary instrument, as well as any secondary instruments that they major in within the Charter Arts Music Department.

Instrumental Music Department Course Sequencing

Grade 9	Music Theory (Daily) Instrumental Technique, Independent Technique Extension, Jazz Lab Band, Secondary Instrumental Technique <i>and/or</i> 9/10 Choir ALT Percussion Ensemble <i>or</i> String Ensemble
Grade 10	Music Theory (Daily) Instrumental Technique, Independent Technique Extension, Jazz Lab Band, Secondary Instrumental Technique <i>and/or</i> 9/10 Choir ALT Percussion Ensemble <i>or</i> String Ensemble
Grade 11	Music Theory Jazz & Modern Music Repertoire Ensemble, Chamber Ensemble <i>or</i> 11/12 Choir ALT Music History: Antiquity, Baroque & Classical Music Elective (1 semester-long course)
Grade 12	Music Theory Jazz & Modern Music Repertoire Ensemble, Chamber Ensemble <i>or</i> 11/12 Choir ALT Music History: Romantic & 20th Century Music Elective (1 semester-long course)

Courses by Primary Instrument for Grades 11 & 12

Brass	Brass Technique Latin Jazz Ensemble Orchestra
Guitar	Guitar Technique Guitar Ensemble Contemporary Music Ensemble
Percussion	Percussion Technique Percussion Ensemble Latin Jazz Ensemble <i>or</i> Contemporary Music Ensemble Orchestra
Piano & Vocal	Piano Technique Piano Seminar 11/12 Choir ALT
Piano & Secondary Instrument	Piano Technique Corresponding Instrumental Technique Corresponding Instrumental Ensemble

Strings	Strings Technique Strings Ensemble Orchestra
Woodwind	Woodwind Technique Latin Jazz Ensemble Orchestra
Instrumental Double Major	Technique ALT #1 Technique ALT #2 Corresponding Instrumental Ensemble ALT #1 Corresponding Instrumental Ensemble ALT #2 Orchestra or Contemporary Music Ensemble

Instrumental Music Department Course Descriptions

Music Theory

Advanced Harmony (3011)

Advanced Harmony is designed to stretch students' understanding of music theory in order to include the chromatic vocabulary (e.g., secondary dominants/leading tone chords, pedal point, modulation, borrowed chords, augmented sixth chords) through both analyzing and composing. Musicianship and aural skills are integrated within the context of theoretical understanding. Emphasis is placed on chorale writing and voice leading, as well as solfege syllables representing scale degree.

AP Music Theory (930)

Designed to increase fluency in analytical and musicianship skills, students explore advanced levels of theoretical principles within the Western tonal tradition. This course complies with curricular requirements as outlined by the College Board that prepares students to take the AP Music Theory Exam.

Prerequisites:

1. Harmony (Advanced Harmony); Harmony (Chromatic Vocabulary) recommended
2. Teacher recommendation based on successful completion of placement exam

Composition & Arrangement (929)

Composition & Arranging combines harmonic practice and technique with imagination to produce compositions with commercial music applications (e.g., music for theatre, film, video games). Students are introduced 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 & Songwriting (3001)

Composition & Songwriting applies 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 and genres. Arrangements emphasize appropriate voice leading through keyboard-style writing. Students integrate musicianship skills within the context of theoretical understanding to enhance instinctive creativity. Students create 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. 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, composing and 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. Emphasis is placed on both vocal and keyboard skills through sight-singing, dictation and part-writing.

Harmony: Chromatic Vocabulary (928)

Harmony: Chromatic Vocabulary is designed to stretch students' understanding of music theory in order to include the chromatic vocabulary (e.g., secondary dominants/leading tone chords, pedal point, modulation, borrowed chords, augmented sixth chords) through both analyzing and composing. Musicianship and aural skills are integrated within the context of theoretical understanding. Emphasis is 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. 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 are 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. 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)

This independent course is designed for students who have completed the music theory sequence by the end of their 11th-grade year. Students meet with the instructor independently and explore advanced topics in music theory and analysis. Students compile a portfolio of harmonic and formal analysis examples, compositions and evidence of written work within complex topics, such as counterpoint or serialism.

Prerequisite: AP Music Theory in 11th grade; students must have earned a score of 5 on AP Music Theory Exam

Instrumental Ensembles

Guitar Ensemble (1048)

Guitar Ensemble improves the students' technical, musical, perceptual and intellectual skills necessary for quality participation in a group ensemble and successful performances. Students learn and perform repertoire from the Renaissance to the present day, focusing on tone, articulation, dynamics, phrasing and style. Guitar Ensemble greatly improves the students' reading abilities (i.e., pitches and rhythms), listening and participation skills, and the ability to follow a conductor. Performance opportunities in school and within the community are available.

Orchestra (938)

The Charter Arts Orchestra is designed to inspire students in their enthusiasm of music and performing in a larger ensemble. Orchestra provides students with an opportunity to further develop and refine their skills in performing orchestral repertoire. Rehearsal 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 prepares percussion literature for both the fall and spring concerts, the “*Night of Percussion*” concert, and any other performance opportunities. Rehearsals serve as an opportunity to apply concepts learned in percussion technique classes, as well as providing students with valuable ensemble concepts.

Piano Seminar (1034)

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

String Ensemble 9/10 (1070)

The 9th- & 10th-grade String Ensemble studies and performs the repertoire of the Baroque era to the present day. Each semester varies in study and performance of selected repertoire.

String Ensemble 11/12 (935)

The 11th- & 12th-grade String Ensemble studies and performs the repertoire of the Baroque era to the present day. Each semester varies in study and performance of selected repertoire.

Instrumental Technique

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

Bass Technique (1011)

Students learn and practice 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 is discovered through critical listening of professional recordings and discussion of historical and cultural contexts of works.

Brass Technique (957)

Brass Technique deepens students’ study of their primary brass instrument. Through a rigorous selection of etudes, solo works and ensemble pieces, students 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 develop chamber-style ensemble techniques, including blend, balance, leadership, style, tempo and transitions. Through self-reflection and continuous practice, students demonstrate continued improvement, which is measured by various playing tests and juries administered throughout the year.

Guitar Technique (956)

Guitar Technique includes developing an efficient technical ability, agility and speed exercises, consistent tone, note reading (all positions) with advanced rhythms, key signatures and multiple voices, use of a metronome, scales (five comprehensive forms and variations: major & minor, modes and applications), and a continuation of the CAGED chord system. Repertoire consists of intermediate and advanced solo pieces and jazz standards.

Instrumental Technique 9/10 (1072)

Instrumental Technique is for 9th- and 10th-grade students. All instrumental students meet together but are afforded individual time with a music faculty member that specializes in their instrument. Students develop proper technique and prepare solo and chamber repertoire that is appropriate for their individual level. Instrumental technique also supports the many department ensembles by helping to refine individual parts.

Independent Technique Extension 9/10 (1074)

Independent Technique Extension works in tandem with an instrumental technique. 9th- and 10th-grade students are taught effective practice habits and organizational skills so that it benefits their performance in their technique class and ensembles in addition to maximizing their rate of growth in the future.

Independent Technique Extension 11/12 (1075)

Independent Technique Extension works in tandem with an instrumental technique. 11th- and 12th-grade students are taught effective practice habits and organizational skills so that it benefits their performance in their technique class and ensembles in addition to maximizing their rate of growth in the future.

Percussion Technique (953)

Percussion Technique is meant to further students' studies in a well-rounded percussion medium while solidifying proper technique, which allows students to branch out on their own and explore different percussion repertoire.

Piano Technique (955)

Each semester, students are assigned two pieces to study from contrasting eras and each piece is memorized for each biannual piano recital occurring in the winter and spring. For 11th-grade students, this course continues the study of late intermediate piano repertoire and begins the study of advanced repertoire. Technical aspects of piano playing are mastered as students begin to play with fluid velocity scales in all keys and arpeggios. For 12th-grade students, focus is on two major contrasting works from the advanced repertoire. Students demonstrate their technical velocity through scales in all keys, in 3rds and 6ths, as well as arpeggios and cadences.

Secondary Instrumental Technique 9/10 (1073)

This course allows for students to learn and experiment with a minor instrument with guidance from that instrument's corresponding faculty member. Students have the same expectations of practice and preparation as they would in any other technique class and may later have the opportunity to perform on the instrument in the ensemble setting depending on how advanced they become on their minor instrument.

Strings Technique (954)

Strings Technique is designed to solidify and increase the technical skills required for advanced string playing skills, which includes critical foundational techniques, such as 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. Literature studied includes solo repertoire appropriate for each student and small- and large-ensemble pieces. Instruction occurs in the individual and group settings.

Woodwind Technique (952)

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

Music History

Music History: Antiquity, Baroque & Classical (933)

This class explores the roots of western tonal music from the gothic to the high baroque, which is tracked from Gregorian chant and the monophonic tradition through its polyphonic evolution during the high Renaissance. Opera and the rise of monody follows, concluding with a discussion of the Baroque masters (e.g., Handel, Bach).

Semester Course

Music History: Romantic & 20th Century (947)

Students learn about the major European and American composers, their works, and the musical styles and forms used during the Romantic period. 20th Century Music History is designed to teach students about the major composers, their works, and the musical styles and forms used in many modern forms of music.

Semester Course

Instrumental Electives (Grades 9 & 10)

9/10 Choir ALT (1029)

The 9th- and 10th-grade choir is a mixed choral ensemble composed of all 9th- and 10th-grade vocal students, as well as Instrumental Music students 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. Students must demonstrate improvement in score-reading ability, development of the choral voice, and the determination of a true vocal interpreter.

Collaborative Piano/Accompanist Technique (1053)

This course involves working with other performers, whether they are singers, instrumentalists, orchestras, musical theatre 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.

By Audition Only Grades 10, 11 & 12

Jazz Lab Band (1030)

Jazz Lab Band builds upon each student's abilities as an improviser and helps them grow through a greater understanding of jazz theory, common jazz practices, ensemble playing and overall musicianship. Students achieve these goals through performance, written exercises and group performances.

Instrumental Electives (Grades 11 & 12)

11/12 Choir ALT (1045)

The 11th- and 12th-grade choir is a mixed choral ensemble composed of all 11th- and 12th-grade vocal students, as well as Instrumental Music students who have chosen it as an elective. 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.

Chamber Ensemble 11/12 (1010)

The purpose of this course is to supplement large ensemble experiences through performance in chamber ensemble groups. The focus is 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 are asked, at times, to perform in class for peer and teacher evaluation, followed by discussion. In addition to working in small groups, students, at times, work as a class on topics that are pertinent to musical performance.

Contemporary Music Ensemble (1052)

This course includes Vocal Music students, guitar majors and other Instrumental Music students who participate in a large ensemble that performs contemporary rock, pop and gospel music. Students perform as one large ensemble but also gives students the opportunity to collaborate in small groups. Vocalists learn the skills it takes to communicate with a band as their accompanist and instrumentalists learn to work with vocalists. Students perform at concerts on the Charter Arts stage, as well as out in the community in both large and small groups.

Fundamentals of Conducting (1033)

The objective of this class is to introduce and assist students to become proficient with the basics of conducting. Students 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. Students 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.

Semester Course

Introduction to Piano (1017)

Introduction to Piano provides students the opportunity to commence or further their keyboard skills. Students develop proper posture, hand position and finger technique, as well as gain familiarity with the basic layout of the keyboard, as well as the fundamentals of Grand Staff notation. A wide variety of repertoire is studied, with the ultimate goal being that students engage with traditional, two-handed music of varying degrees of difficulty. Other styles studied include lead sheet notation, improvisation and song accompaniments.

Semester Course

Jazz & Modern Music Repertoire Ensemble (1020)

This ensemble performs the repertoire of the Swing era to the present day. 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 every class.

Latin Music Ensemble (932)

Latin Music Ensemble exclusively prepares students to perform music from Spanish-speaking countries of Central America, the Caribbean and South America. Students learn rhythms and other musical elements that are characteristic of each style, study that style's influence on culture, and arrange and prepare a performance in that style. Students are expected to sing, dance and play varying percussion instruments.

Music for Film (951)

Music for Film teaches the history, analysis and practical application of film music. The power of music in film is discovered through a study of its history and analysis of significant film composers. Students are guided through the process of creating original music and/or soundtrack to accompany visual material. Student film scoring projects demonstrate their understanding of learned technique (e.g., click tracks, spotting, scoring under dialogue) and dramatic implication.

Semester Course

Music of the '90s (1067)

This course is a study of the pivotal decade that was the 90s, through the lens of popular music. From Grunge and Alternative Rock to Hip Hop, Pop to R&B, and beyond, the major historical events of the decade are studied in relation to the eclectic music of the time, as well as understanding the developments in the music industry and

technology that made it all possible. Lastly, students reflect on the lasting impact of the musicians of this time and how their work is reflected in our mainstream landscape today.

Semester Course

World Music (1016)

World Music provides an introduction to diverse music from around the world. This course explores music as a vehicle in varied societies, cultures and countries. Instruments from various cultures and countries are researched. History, cuisine and customs are also discussed.

Semester Course

Inter-Departmental Instrumental Music Electives by Audition

Note: Orchestra will not satisfy elective credit requirements for Brass, Percussion, Strings or Woodwind students, as Orchestra is a required course within the Instrumental Music curriculum.

Jazz Ensemble (937)

Jazz Ensemble 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*.

By Audition Only

Orchestra (938)

The Charter Arts Orchestra is designed to inspire students in their enthusiasm of music and performing in a larger ensemble. Orchestra provides students with an opportunity to further develop and refine their skills in performing orchestral repertoire. Rehearsal 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.

By Audition Only

Wind Ensemble (936)

Wind Ensemble prepares wind band literature for both the fall and spring concerts, as well as any other performance opportunities. Rehearsals serve as an opportunity to apply concepts learned in instrumental technique classes, as well as providing valuable ensemble concepts. Students perform modern and traditional band music at a higher level, develop team-building skills by working as an ensemble, develop their overall musicianship, and refine their discipline and work ethic through rehearsals and individual practice.

By Audition Only

LITERARY ARTS

Literary Arts students 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 strive for future careers as poets, novelists and playwrights. Students analyze and write critically and creatively, experimenting with their creative voices in the construction, production and performance of original works. Students receive 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 Department Course Sequencing

Grade 9	Character Development Introduction to Literary Genres & Film Introduction to the Spoken Word
Grade 10	Exploration of the Romantic Style Communications, Media Studies & the Writer's Responsibility Writing Workshop 10: Worldbuilding
Grade 11	Exploration of Modernism & Postmodernism Children's Literature Writing Workshop 11: Screen & Script Writing Intensive Study Comics/Film Track Fiction Track Poetry Track
Grade 12	Advanced Film Theory & Practice Contemporary Literature & Non-Traditional Literary Genres Publications & Outreach Intensive Study Comics/Film Track Fiction Track Poetry Track

Literary Arts Course Descriptions

Advanced Film Theory & Practice (1721)

This rigorous, interdisciplinary course delves deeper into film studies. Exploration of film genres and how they are similar to and different from corresponding genres meant strictly for the page. Students analyze the work of specific directors and analyze how the choices directors make relate to the choices that students make as authors. Students expand on their understanding of how films transmit cultural values and practices and how the mode of film is situated within the greater storytelling realm in regards to authorial purpose and intent. This course seeks to develop each student's emerging skills in perception, comprehension and interpretation to strengthen literacy. The culminating project is a written original short film with an emphasis on visual poetry.

Character Development (1707)

Students learn the elements that make up a character's identity in various genres and create, define and develop their own characters. Students begin by looking for inspiration for characters through visual art, music, books and the people around us. This course then delves into character motivations and core desires, as well as character flaws and defense mechanisms. Next, students explore character archetypes, using them to better understand our own characters and possible plot points we can take with them. At the end of the year, students learn action and emotion beats in order to create vivid and layered dialogue and to build our stories with purpose.

Children's Literature (1713)

This course focuses on reading, analyzing and writing children's and young adult books, as well as exploring the history, traditions and purposes of children's literature. 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, Media Studies & the Writer's Responsibility (1731)

This course explores the practice of professional communication and the media cycle through 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, copywriting for advertising and marketing, magazine, social media, bloggers and influencers, business writing, speech writing, and event production. Students learn the realities of working as a writer in contemporary society, including understanding of ethical practices and responsibilities throughout different media.

Contemporary Literature & Non-Traditional Literary Genres (1719)

Students analyze various works in contemporary literature and "non-traditional" literary genres, including young adult novels, comic books, graphic novels, instapoetry, blog-specific literature, scripted podcasts and other new forms. The concept of voice and identity are heavily emphasized, as well as the idea of capturing "the voice of an evolving generation" in which students examine different generations. As we move into contemporary literature, we ask what it means to be contemporary and how contemporary literature or "forward-thinking" literature differs from Modern and Postmodern literature.

Exploration of Modernism & Postmodernism (1714)

Students establish the basics of literary criticism and the preceding movements that establish Modernism's tenets. Students then explore various Modernist prose and poetry, with an emphasis on both canonical and non-traditional voices. Finally, students transition to Postmodernism, defining its major features through previous movements. Students explore contemporary Postmodernism through long-form fiction and innovative poetics.

Exploration of the Romantic Style (1709)

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

Intensive Study: Comics/Film Track (1736)

Students have the opportunity to focus on writing comics, graphic novels and screenplays, and receive guided practice in honing their craft and specific feedback from teachers who specialize in the genre of comic books and screenplays. Coursework is tailored to student needs and interests, which allows students to focus on their Capstone project, as well as smaller creative assignments.

Intensive Study: Fiction Track (1737)

Students have the opportunity to focus on writing fiction and receive guided practice in honing their craft and specific feedback from teachers who specialize in the genre of fiction. Coursework is tailored to student needs and interests, which allows students to focus on their Capstone project, as well as smaller creative assignments.

Intensive Study: Poetry Track (1738)

Students have the opportunity to focus on writing poetry and receive guided practice in honing their craft and specific feedback from teachers who specialize in the genre of poetry. Coursework is tailored to student needs and interests, which allows students to focus on their Capstone project, as well as smaller creative assignments.

Introduction to Literary Genres & Film (1731)

Students learn the characteristics and mediums of literary genres: fiction, poetry, and nontraditional literature. Through units exploring sci-fi, fantasy and horror, oral and ancient storytelling, and short films, students become accustomed to analyzing films, fiction, and poetry with a critical eye. Students learn through a series of genre-specific projects with a focus on craft, technique and experimentation. Additionally, students learn how to use the films, fiction, and poetry as mentor "texts" for the other writing they complete in the Literary Arts curriculum. Students complete a "ciné-roman" that challenges them to tell a story using a series of still images.

Introduction to the Spoken Word (1708)

Public speaking is one of the most integral parts of any profession and this course centers on the importance of effective speaking. Students are introduced to various modes of public speaking, which include poetic, debate, informational, persuasive and extemporaneous modes. Students are required to compose various works and speak in front of their peers, which enhances their confidence in publicly defending their purpose and arguments, as well as reinforce the skills of literary performance as they share their written works with various audiences.

Publications & Outreach (1720)

Students learn the fundamentals of writing and publishing, providing them with a place to see their writing in print, giving students a sense of audience and an opportunity to receive feedback. This intensive course necessitates effective coordination and articulation, requiring significant responsibility and accountability, and provides a critical real-world connection to their work. Along with analyzing trends in publishing, students are responsible for selecting manuscripts, editing work for publication, event planning, outreach, and layout and design for both our literary magazine, *Ruckus*, and our new 'zine, *Echoes Through the Stairwells*. Students must set goals, make decisions and succeed at creating quality products that reflect the rigor of the Literary Arts major.

Writing Workshop 10: Worldbuilding (1718)

This course builds off the 9th-grade Character Development course, focusing on worldbuilding around those characters. This course scaffolds previous skills developed in 9th-grade courses and reinforces elements of fiction, then focuses on worldbuilding that culminates in a long-form fiction piece. Students learn about plot development, geographic setting and cultural anthropology as it relates to storytelling. There are opportunities for workshop periods with a focus on drafting and feedback.

Writing Workshop 11: Screen & Script Writing (1733)

This course builds off of Writing Workshop 10, focusing heavily on adapting stories as screenplays or graphic novel scripts, while building on the peer response skills of giving constructive feedback. Students take on a more independent role in choosing the genres of their assignments, taking their pieces through the writing and revision processes, and adapting their works as short films or short comics. Students reinforce their study of film genres, techniques and theory by viewing short films and longer works. Ultimately, Writing Workshop 11 nurtures and supports the "community of writers" mentality that is at the heart of the Literary Arts major.

PRODUCTION ARTS: FILM & TECHNICAL THEATRE

The Production Arts Department focuses on the conceptual, technical and artistic elements of all designs by working collaboratively to tell a compelling story. Students utilize, develop and apply their creative skills through design, construction, technology and management. Students 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 gain hands-on experience supporting the artistic events and programming for all majors at Charter Arts.

Production Arts Department Course Sequencing

Grade 9	History of Production Introduction to Stagecraft Sewing Techniques Audio & Video Technology
Grade 10	Fundamentals of Audio & Video Production Script Analysis Digital Design Stage Management Intermediate Set Design & Construction Intermediate Costume Design
Grade 11	Production Management Production Arts Elective
Grade 12	Media Lab: Projections & Animation Production Arts Elective

Courses by Production Track for Grades 11 & 12

Audio/Video Production	Filmmaking Audio & Video Production Practicum Set & Lighting Design or Costume Design
Set & Lighting	Drafting for Set & Lighting Audio & Video Design or Costume Design
Costuming	Sewing Application & Construction Costuming Practicum Audio & Video Design or Set & Lighting Design

Production Arts Department Course Descriptions

Audio & Video Design (1634)

Students explore the making of audio and video production for live and recorded events. Skills learned include pre-production planning and writing, production, post production, camera techniques, equipment use, video editing and graphics, and sound editing.

Audio & Video Production Practicum (1624)

Students develop skills related to live sound mixing, audio recording and post production, camera operation, lighting, editing, live streaming, and animation. This course guides students to skill mastery through scenario-based learning and real-world applications. Students prepare performance spaces for events by setting up sound and video equipment, operating sound boards, and wiring sound and lighting systems. Students develop technical skills as they work together to provide sound and video support to the school community.

Audio & Video Technology (1630)

Students are introduced to technology used in live productions, with an emphasis on sound and video. Students learn how sound and video systems work through the use and exploration of the resources in the production spaces of the school. This course provides a comprehensive knowledge on microphones, video equipment and projectors. Students are provided with foundational skills in using computers for creative design tasks. Students learn how to run and safely install cables, microphones and rigging for electronics in a production space.

Costume Design (1633)

Students learn the fundamentals of costume design for live theatre production, gaining insight into the expectations required to succeed in this fast-paced industry. Students research a variety of designers' processes, aesthetics and philosophies, and practice skills in concept building, figure drawing and costume rendering.

Costuming Practicum (1632)

Students apply practical skills in costume design, sewing application, wardrobe and wig styling while working as a costume crew on Charter Arts productions. Students learn the ins and outs of a working costume shop as they collaborate with professional staff designers, directors and choreographers. Through real-world application for Charter Arts productions, students master skills in costume design, alterations and repairs.

Digital Design (1635)

This course applies the foundational knowledge acquired in Elements and Principles of Design to digital mediums. Design principles, such as color theory, weight and value, are applied to create various production-related designs, such as promotional posters, scenic designs and digital graphics. Students master competencies in various industry-standard digital design software (i.e., Adobe Photoshop, Illustrator, Lightroom). Students are prepared to create media works and technical theatre designs in modern formats.

Semester Course

Drafting for Set & Lighting (1626)

This course teaches hand and computer drafting for set and lighting for live productions. Students utilize professional tools and software to learn how theatre technicians translate design to stage. Through use of Vectorworks software, students learn how the best tools in the industry are used to create effective design plans. Students create drafts alongside professional staff set and lighting designers for Charter Arts productions and see their work come to life from drafts to fully realized design onstage.

Filmmaking (1623)

This course provides students with an in-depth understanding of the filmmaking industry, including film aesthetics and design through the exploration of various directors and filmmakers to develop an understanding of film styles. Students learn all technical roles on a film set and explore design choices related to areas, such as camera operation, sound design, lighting, editing and visual effects. Students analyze films through a critical lens and then apply their research in the production of short films and projects. This course provides students with a robust awareness of film theory, as well as technical skills to produce dynamic film works.

Fundamentals of Audio & Video Production (1608)

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

History of Production (1610)

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

Intermediate Costume Design (1638)

A continuation of Sewing Techniques, this course builds upon the knowledge of costuming, sewing, materials and equipment. In this course, students gain hands-on skills and experience in design, construction and application for costuming for theatre, garment design, fashion and performance make-up. At the end of this course, students showcase digital and physical design portfolios outlining their work.

Semester Course

Intermediate Set Design & Construction (1612)

This course builds upon the knowledge of stagecraft, theatre nomenclature, tools, materials and equipment from Introduction to Stagecraft. Students are introduced to the fundamentals of design and construction for live events, with a concentration in theatre production. Students gain hands-on skills and experience in design and construction and application for set, props, and lighting. Students showcase digital and physical design portfolios.

Semester Course

Introduction to Stagecraft (1609)

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

Media Lab: Projections & Animation (1617)

Students create video content, motion graphics and animations to be used in projection applications and content for videos. Students utilize projection mapping software to create complex projection installations, such as projection mapping and interactive projections. Students develop proficiency in Adobe After Effects, Final Cut Pro, Adobe Lightroom and Photoshop.

Semester Course

Production Management (1615)

Students learn the full scope of putting on a show, from concept to stage and experience with industry-standard stage management practices and technologies, guiding students to skill-mastery through scenario-based learning and real-world applications. Students work with different departments, engage in professional production meetings, and develop an appreciation for the art of live event and theatrical management.

Semester Course

Script Analysis (1613)

Students analyze scripts as they study the playwright's intentions, methods and meanings, which are 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 are analyzed for props, costumes and scenic needs.

Semester Course

Set & Lighting Design (1628)

This elective course is designed to acquaint the student with the art and practice of both set design and lighting design for the theatre. This course covers basic techniques of the principles and practices of set design for the

stage with an emphasis on interpretation of the literature, research, development of the ground plan and the presentation of ideas. This course includes lighting equipment and control, script analysis, design methodologies, and additive and subtractive color theory, lighting for dance, musicals and alternate theatre.

Sewing Application & Construction (1629)

Alongside Costuming Practicum, this course guides students in their skills and knowledge of sewing application practices and fabric construction for costuming. Students develop costuming techniques, including hand and machine sewing, pattern drafting, alterations and fabric manipulation.

Sewing Techniques (1636)

Students receive an introduction to sewing techniques and learn different hand sewing techniques while applying them to costuming. After mastering basic competencies in hand sewing, students develop foundational skills using sewing machines. Students design for small projects as they master their skills.

Stage Management (1640)

Students are provided with the skills to become more effective collaborators and reflect on their personal strengths and areas of improvement as leaders. Students learn about group development, organization and how they work best as a member of a team. Through real-world scenario discussions and simulations in the realm of stage management, students learn what it takes to work as a member of a theatrical production team.

Semester Course

Departmental Electives by Audition

Advanced Production Workshop (1639)

This workshop-style elective provides Production Arts students an opportunity to get more hands-on time supporting productions and working on projects. Students utilize the skills they build in their classes to support productions happening at the school and work as part of the team that produces the many shows at Charter Arts by working on costumes, ironing and prepping costumes, preparing the theater space, running cables, setting mics and cameras, focusing lights, and other tasks necessary to produce the various shows each year. This elective is for students who want to dive into the details of every task needed to successfully run a production.

THEATRE

The Theatre Department is proud to offer a pre-professional training program at the high school level. Students are provided with the skills needed 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 stays with them throughout their lives.

Theatre Department Course Sequencing

Grade 9	Fundamentals of Acting Theatre Origins & Stagecraft Beginner Vocal & Physical Technique
Grade 10	Acting I Modern & Contemporary American Drama Intermediate Vocal & Physical Technique
Grade 11	Acting II Fundamentals of Directing Advanced Vocal & Physical Technique
Grade 12	Advanced Acting Fundamentals of Scriptwriting Ensemble Outreach

Theatre Department Course Descriptions

Acting I (969)

Students learn acting as it relates to common practices, such as sourcing work, networking within the industry and marketing oneself as an actor. Students prepare pieces for stage and screen, and engage in exercises to improve their ability to interpret text and make active, specific choices in the audition process. Focus is on on-camera acting technique, including commercials, television and film, and voice-over unit. In the second semester, focus moves to scene studies introduced in Modern and Contemporary American Drama.

Acting II (972)

Students learn classic theatre in depth to develop a deeper understanding of language and how to make playable and compelling choices for contemporary audiences. Students focus on William Shakespeare, French Farce, and selections from the Jacobean, Elizabethan, and French and Italian Renaissance periods and then on works from 19th-century European playwrights, such as Anton Chekhov, Henrik Ibsen and August Strindberg.

Advanced Acting (975)

Classwork focuses on character development through a variety of techniques. Students engage in character-driven exercises based on the work of Konstantin Stanislavski, Ann Bogart, Uta Hagen and Tadashi Suzuki. Students focus on preparing contrasting audition material for upcoming college and professional theatre auditions. Students examine Greek messenger speeches with an emphasis on finding physical ways to approach text and making ancient characters dynamic and engaging for a contemporary audience. Students also explore Absurdist and Contemporary Theatres through collaborative scene work.

Advanced Vocal & Physical Technique (987)

Students expand their knowledge of physical theatre and vocal development. Students learn the International Phonetic Alphabet and dialect work while applying it to performance pieces. Musical theatre is studied, with a focus on character development, vocal performance and choreography.

Beginner Vocal & Physical Technique (979)

The beginning actor is acquainted with the vocal and physical conditioning necessary to theatre artists by learning Kristin Linklater's technique of freeing the natural voice in order to promote proper breath support and improve range of expression and commitment to enunciation. Movement exercises promote freedom of physical expression, flexibility and a physical connection to text.

Ensemble Outreach (988)

Students collaboratively create a script and/or adapt an existing story, and ultimately organize, conceptualize and perform an original children's production, which is performed for elementary schools and our community.

Fundamentals of Acting (965)

Beginning actors are introduced to the techniques and methodology behind the study of acting, and acquaints them with the vocal and physical conditioning necessary to become a theatre artist. Through improvisation, movement exercises, self-discovery exercises and "being" work, students gain a deeper understanding of the authenticity that is required in order to create compelling characters.

Fundamentals of Directing (971)

This course examines the basics of directing, with an emphasis on process and theory. A variety of exercises are practiced through classical and modern texts and techniques for the stage and screen, with opportunities to direct several scenes and the possibility to direct in our annual *New Plays Festival*, which features several original plays conceived, developed and performed entirely by 11th- and 12th-grade Theatre students.

Fundamentals of Scriptwriting (977)

The essential elements of storytelling are examined with an emphasis on dramatic structure and developing dialogue. Students learn the basics of scripting for stage and screen through exercises and practice, culminating in the completion of three scripts. The fourth quarter is dedicated to our *New Plays Festival*, which features several plays developed, directed, designed and performed in class by our 11th- and 12th-grade Theatre ensembles.

Intermediate Vocal & Physical Technique (980)

Vocal techniques of Arthur Lessac and Ceciley Berry are introduced in order to develop vocal performance skills. Students develop their movement skills with an extension of improvisation, self-discovery and period movement.

Modern & Contemporary American Drama (970)

Major dramatic texts in America are examined, from the mid- 20th century to the present. Primarily a literary course, students engage in class discussions and encounter contemporary American social issues addressed by some of the most diverse and vital dramatists of the Modern and Contemporary eras of theatre. Discussions lead to project-based assessments that tie back to American Theatre practices of the 20th century and 21st centuries.

Theatre Origins & Practices (982)

This course deepens students' understanding, appreciation and critical perceptions of theatre and its evolution. Readings, lessons and group projects focus on theatrical practice, playwrights, artists and innovators from the East and West traditions. From theatre's origins in Ancient Greece to the Elizabethan era, this course focuses on practical application of traditions, techniques and texts that have influenced and continue to influence contemporary theatre art and practices. Students will also be introduced to a wide variety of production elements, including set construction, lights, sound, props, costumes and stage management.

VISUAL ARTS

The Visual Arts Department has crafted and designed courses to provide a structured and classical art education. Students are rigorously trained in drawing, painting, sculpture, design and educated in art history. Excellence in the visual arts is promoted through intensive training and the implementation of high standards. Visual Arts courses inspire students to begin to make connections between art and other subject areas. Students build upon learned concepts to gain mastery, concentration, a strong work ethic and self-discipline. Through practice, study, analysis, reading and research, students learn to apply their intelligence and discernment to the art they create.

Visual Arts Department Course Sequencing

Grade 9	Freshman Art Foundations Studio Digital Art Concepts Art History 1: Global Perspectives in Art
Grade 10	Sophomore Art Foundations Studio Digital Photography Art History 2: Renaissance through 19th Century Art
Grade 11	Painting & Palette Control Studio 3-D Design & Sculpture Studio Professional Practices 11/ Art History 3: 20th Century & Beyond
Grade 12	Concentration Studio & Exhibition Professional Practices 12/ Art History 4: Contemporary Art <i>Optional Courses for Qualifying Students:</i> AP 2-D Art & Design, AP 3-D Art & Design, or AP Drawing

Visual Arts Department Course Descriptions

3-D Design & Sculpture Studio (889)

Students are provided with the vocabulary, tools, techniques and processes to develop works in three dimensions by utilizing theoretical and practical skills of modeling, carving and construction in order to apply to observed and imagined designs. 3-D aesthetic design systems derived from nature and masterworks are emphasized. Learning experiences include hand-built assemblage, relief sculpture, mold-making and the creation of sculpture in the round. Students apply their skills to independently develop original artworks outside the classroom.

AP 2-D Art & Design (843)

Students learn about and make forms and structures in two-dimensional art and design. Students refine and apply 2-D skills into ideas they develop throughout the course. Students are expected to conduct an in-depth, sustained investigation of materials, processes, concepts and ideas. Students are required to submit a digital portfolio at the conclusion of the course. This course prepares students to submit their AP Portfolio.

Prerequisites: 90% or higher in all three 11th-grade Visual Arts courses (or) teacher recommendation

AP 3-D Art & Design (838)

Students learn about and make forms and structures in three-dimensional art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, concepts and ideas in three dimensions. AP 3-D Art & Design students develop and apply skills of inquiry and investigation, practice, experimentation, exploration, revision, communication and reflection. This course prepares students to submit their AP Portfolio.

Prerequisites: 90% or higher in all three 11th-grade Visual Arts courses (or) teacher recommendation

AP Drawing (839)

Students refine and apply advanced drawing skills to ideas they develop throughout the course. Emphasis is on the use of mark-making, line, surface, space, light and shade, and composition. Students use a variety of art and design resources, which includes books, periodicals, reproductions and online media. This course prepares students to submit their AP Portfolio.

Prerequisites: 90% or higher in all three 11th-grade Visual Arts courses (or) teacher recommendation

Art History 1: Global Perspectives in Art (881)

This course explores global perspectives, from ancient and modern standpoints, both eastern and western traditions of art. Emphasis is placed on the elements and principles of art, world views, human innovations, and customs expressive in artwork examples. Students experience connective hands-on art creation and art historical reading and writing.

Art History 2: Renaissance through 19th Century Art (878)

This second-year art history course investigates artwork from the Renaissance through the 19th century. Emphasis is placed on worldviews, human innovations, design, media handling, evolving design systems and artistry. Students experience connective hands-on art creation and art historical reading and writing.

Concentration Studio & Exhibition (879)

This studio aligns with the AP courses, enabling 12th-grade students to advance their skills and work with an artistically self-selected theme. Qualifying AP seniors keep their theme consistent throughout the school year, while non-AP students may alter their theme at the second semester, which provides the opportunity to further hone skill and artistic expression through the creation of a consistent and original body of work for the annual senior exhibition. Students conceptualize, develop, execute, evaluate, prepare and exhibit their collection of work. During this time, the artistic process and production of design are contracted and carefully documented within a project journal. Additionally, students finalize their senior Capstone Project for professional presentation.

Digital Art Concepts (871)

This studio provides first-year artists with an introduction to digital media to strengthen their understanding of fundamental visual art concepts. Importance is placed on composition, value contrast, figure-ground and spatial relationships, as well as balance and lighting. Students gain knowledge and proficiency in the digital pipeline, industry-standard software applications, digital illustration best practices, and the art of crafting compelling narrative art that resonates with both clients and audiences. Students acquire proficiency in PC software applications (i.e., Adobe Photoshop, Adobe Illustrator, Adobe InDesign, Adobe Acrobat, Adobe Lightroom, Clip Studio/Corel Painter) and iPad applications (i.e., Clip Studio/Clip Studio, Adobe Lightroom).

Digital Photography (872)

This course emphasizes fundamental skills of photography, including how to capture proper exposure using a camera in a manual operating mode. Students explore techniques that include shallow and large depth of field, motion freeze and blur, and natural and artificial lighting. This course explores photographic compositional tools, editing and altering photographs. Students use their skills to create portfolio quality fine art photos. Throughout the course, students are encouraged to develop an artistic style.

Freshman Art Foundations Studio (893)

This foundational studio course provides students with a full year of introduction to the foundations of drawing, design and draftsmanship. The first semester focuses on design systems, practice with elements and principles of art, and students will learn how to constructively participate in critiques using the language of design. The second semester emphasizes the refinement of drawing skills, an introduction to paint media, as well as a deeper understanding of form, structure, value, color, composition and overall artistic design process. Students apply their growing knowledge, understanding and skills to independently develop original artwork.

Painting & Palette Control Studio (855)

This painting studio course provides students with an introduction to oil media, and direct and indirect painting methodologies, as well as paint mixing, application, and palette control. Students analyze contemporary and historical art with focus 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 on exploring the nature of light, color theory, masterworks, and developing sensibility and appreciation for brush touch and handling.

Professional Practices 11/Art History 3: 20th Century & Beyond (884)

This hybrid artistic practice and professionalism course equips artists with essential skills for presenting their artwork professionally and engaging with art professionals. Students learn to curate and prepare their artwork for presentation and exhibition, refining their understanding of aesthetics, professionalism, studio practices, and overall artistry. Students begin to work on their senior Capstone Graduation Project, assembling an art portfolio and preparing a presentation to be finalized in their senior year. The art history component focuses on the 19th and 20th centuries, integrating hands-on art creation with readings and writings on art history.

Wednesdays only, full year course

Professional Practices 12/Art History 4: Contemporary Art (895)

This advanced course in artistic practice and professionalism builds upon the foundations established in Junior Professional Practices for Young Artists as students refine their professional skills and complete their Capstone Graduation Project, which is a comprehensive art portfolio showcasing their growth and accomplishments within the Visual Arts program. Additionally, students curate and finalize a collection of original works to be featured in the Annual Senior Art Exhibition, which is held at the end of the school year. The art history component of the course focuses on Contemporary Art, integrating hands-on art creation with readings and writings on art history.

Wednesdays only, full year course

Sophomore Art Foundations Studio (859)

The first semester emphasizes drawing from observation, analytical free-hand drawing methods, perspective, three-dimensional constructions, lighting form and value, rendering, proportions, the anatomy of the human head, distortion and caricature, and effective communication of the design process. Students produce master drawings and work from observational, imaginary and theoretical sources. The second semester introduces students to human anatomy and comparative animal anatomy for artists. Students work in a variety of drawing media in order to produce work based on observed, imagined and theoretical sources. Emphasis is on the nomenclature and anatomy of the head and figure, proportion, aesthetic design systems, gesture drawing, blocking in, foreshortening, surface contour and master studies. Students will apply their skills to independently develop original artworks outside the classroom.

VOCAL MUSIC

The Instrumental and Vocal Music Departments are two distinct departments; however, some music courses are required of both majors, while others are major-specific. For example, music history courses are the same and are required of both departments, while technique classes are independent of one another. Student schedules are customized based on each student's ability and performance-level. Incoming students in these departments take placement exams for all music theory classes.

Vocal Music Department Course Sequencing

Grade 9	Music Theory Vocal Technique 9 Vocal Ensemble: 9/10 Choir
Grade 10	Music Theory Vocal Technique 10 Vocal Ensemble: 9/10 Choir 9/10 Choir (Daily) or 9/10 Choir ALT and Elective
Grade 11	Music Theory Vocal Ensemble: 11/12 Choir Vocal Technique 11 Music Elective (1 full-year course) Music Elective (1 semester-long course) Music History: Antiquity, Baroque & Classical
Grade 12	Music Theory Vocal Ensemble: 11/12 Choir Vocal Technique 12 Music Elective (1 full-year course) Music Elective (1 semester-long course) Music History: Romantic & 20th Century

Vocal Music Department Course Descriptions

Music Theory

Advanced Harmony (3011)

Advanced Harmony is designed to stretch students' understanding of music theory in order to include the chromatic vocabulary (e.g., secondary dominants/leading tone chords, pedal point, modulation, borrowed chords, augmented sixth chords) through both analyzing and composing. Musicianship and aural skills are integrated within the context of theoretical understanding. Emphasis is placed on chorale writing and voice leading, as well as solfege syllables representing scale degree.

AP Music Theory (930)

Designed to increase fluency in analytical and musicianship skills, students explore advanced levels of theoretical principles within the Western tonal tradition. This course complies with curricular requirements as outlined by the College Board that prepares students to take the AP Music Theory Exam.

Prerequisites:

1. Harmony (Advanced Harmony); Harmony (Chromatic Vocabulary) recommended
2. Teacher recommendation based on successful completion of placement exam

Composition & Arrangement (929)

Composition & Arranging combines harmonic practice and technique with imagination to produce compositions with commercial music applications (e.g., music for theatre, film, video games). Students are introduced 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 & Songwriting (3001)

Composition & Songwriting applies 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 and genres. Arrangements emphasize appropriate voice leading through keyboard-style writing. Students integrate musicianship skills within the context of theoretical understanding to enhance instinctive creativity. Students create 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. 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, composing and 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. Emphasis is placed on both vocal and keyboard skills through sight-singing, dictation and part-writing.

Harmony: Chromatic Vocabulary (928)

Harmony: Chromatic Vocabulary is designed to stretch students' understanding of music theory in order to include the chromatic vocabulary (e.g., secondary dominants/leading tone chords, pedal point, modulation, borrowed chords, augmented sixth chords) through both analyzing and composing. Musicianship and aural skills are integrated within the context of theoretical understanding. Emphasis is 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. 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 are 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. 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)

This independent course is designed for students who have completed the music theory sequence by the end of their 11th-grade year. Students meet with the instructor independently and explore advanced topics in music theory and analysis. Students compile a portfolio of harmonic and formal analysis examples, compositions and evidence of written work within complex topics, such as counterpoint or serialism.

Prerequisite: AP Music Theory in 11th grade; students must have earned a score of 5 on AP Music Theory Exam

Vocal Ensemble

9/10 Choir (1000)

The 9th- and 10th-grade choir is a mixed choral ensemble composed of Vocal students, as well as Instrumental Music students 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. Students must demonstrate score-reading ability, development of the choral voice and the determination of a true vocal interpreter.

11/12 Choir (1001)

The 11th- and 12th-grade choir is a mixed choral ensemble composed of all 11th- and 12th-grade Vocal students, as well as Instrumental Music students who have chosen it as an elective. 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. Students must demonstrate excellent score-reading ability, development of the choral voice and the determination of a true vocal interpreter.

Vocal Technique

Vocal Technique 9 (1209)

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 theatre repertoire, while learning fundamental performance techniques. This repertoire is studied through historical context, character analysis and staging. Students analyze, learn and perform a solo piece of their vocal repertoire.

Vocal Technique 10 (1210)

Students expand their skills and literature awareness as solo performers and continue to develop healthy singing technique and experience a carefully woven sequence of literature from the American 19th- and 20th-century art song repertoire, and the 17th-, 18th- and 19th-century Italian art song repertoire. These works are studied through historical context, character and poetry analysis, and staging. Additional topics include the application of the International Phonetic Alphabet to score study, vocal anatomy and poetry analysis. Students perform literature from the standard American and Italian art song repertoire.

Vocal Technique 11 (1211)

Students hone their mastery of solo vocal performance and continue their exploration of vocal literature by continuing to develop healthy singing techniques and experience a carefully woven sequence of literature from the 19th-century German song repertoire and the 19th- and 20th-century French song repertoire. These works are studied through historical content, character and poetry analysis, and staging. Additional topics include the application of IPA to score study, character and poetry analysis, and criteria for personal literature selection. Students perform literature from the standard German and French art song repertoire.

Vocal Technique 12 (1212)

Students employ techniques and musicianship skills to gain comfort and awareness as a solo vocalist on stage. Students experience a carefully woven sequence of literature from the standard oratorio, opera and musical theatre repertoire, which are studied through historical content, character and poetry analysis, and staging. Students prepare a culminating senior showcase of solo pieces that are chosen, researched and prepared as informed solo vocalists. Students perform literature from the standard oratorio, opera and musical theatre repertoire, as well as demonstrate the skills required to effectively choose, research, prepare, stage and perform a solo piece of repertoire.

Music History

Music History: Antiquity, Baroque & Classical (933)

This class explores the roots of western tonal music from the gothic to the high baroque, which is tracked from Gregorian chant and the monophonic tradition through its polyphonic evolution during the high Renaissance. Opera and the rise of monody follows, concluding with a discussion of the Baroque masters (e.g., Handel, Bach).

Semester Course

Music History: Romantic & 20th Century (947)

Students learn about the major European and American composers, their works, and the musical styles and forms used during the Romantic period. 20th Century Music History is designed to teach students about the major composers, their works, and the musical styles and forms used in many modern forms of music.

Semester Course

Electives (Grade 10)

Beginner Guitar for Vocal Majors (1040)

Students learn the fundamentals of guitar, including techniques, basic chord shapes, reading and writing song sheets, accompaniment styles and techniques. The goal is for students to perform, sing and accompany themselves on guitar with songs of their choice.

Introduction to Piano (1017)

Introduction to Piano provides students the opportunity to commence or further their keyboard skills. Students develop proper posture, hand position and finger technique, as well as gain familiarity with the basic layout of the keyboard, as well as the fundamentals of Grand Staff notation. A wide variety of repertoire is studied, with the ultimate goal being that students engage with traditional, two-handed music of varying degrees of difficulty. Other styles studied include lead sheet notation, improvisation and song accompaniments.

Semester Course

Voice & Movement for Musical Theatre (3006)

This course teaches musical performance techniques that translate to the stage, including stage movement, dancing and dialect techniques through monologue and scene work that help students perform and audition in the musical theatre world. Equal emphasis is given to performance techniques and musical theatre fundamentals.

Electives (Grades 11 & 12)

Advanced Voice & Movement for Musical Theatre (1003)

This course is designed to refine musical performance techniques (e.g., scene scoring, blocking choices, facial expressions, posture) that translate to the stage, including the voice on stage, stage movement, dancing and dialect techniques through monologue and scene work that help students perform and audition in the musical theatre and opera world. Equal emphasis is given between performance techniques and voice on-stage skills.

Contemporary Music Ensemble (1052)

This course includes Vocal Music students, guitar majors and other Instrumental Music students who participate in a large ensemble that performs contemporary rock, pop and gospel music. Students perform as one large ensemble but also gives students the opportunity to collaborate in small groups. Vocalists learn the skills it takes to communicate with a band as their accompanist and instrumentalists learn to work with vocalists. Students 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 (1065)

This survey elective examines the history and evolution of Broadway musical theatre, which gives students the opportunity to experience, evaluate, compare and reflect upon musicals from the 19th century to present-day Broadway. Shows introduced in the class include revues, vaudeville, operetta, musical comedy, opera musicals, rock opera, film adaptations and revivals. Throughout the course, not only do students 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.

Semester Course

Fundamentals of Conducting (1078)

The objective of this class is to introduce and assist students to become proficient with the basics of conducting. Students 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. Students 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.

Semester Course

Introduction to Piano (1017)

Introduction to Piano provides students the opportunity to commence or further their keyboard skills. Students develop proper posture, hand position and finger technique, as well as gain familiarity with the basic layout of the keyboard, as well as the fundamentals of Grand Staff notation. A wide variety of repertoire is studied, with the ultimate goal being that students engage with traditional, two-handed music of varying degrees of difficulty. Other styles studied include lead sheet notation, improvisation and song accompaniments.

Semester Course

Latin Music Ensemble (932)

Latin Music Ensemble exclusively prepares students to perform music from Spanish-speaking countries of Central America, the Caribbean and South America. Students learn rhythms and other musical elements that are characteristic of each style, study that style's influence on culture, and arrange and prepare a performance in that style. Students are expected to sing, dance and play varying percussion instruments.

Many Voices of Opera (1068)

This course surveys the literary, musical and historical components of opera. Students learn the complex history of the development of opera through reading, writing about and watching some of opera's most influential works by composers, such as Monteverdi, Mozart, Rossini, Wagner, Puccini and Verdi. This course focuses 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.

Semester Course

Music in a Cultural Context (1076)

Students learn about classical, popular and folk traditions from around the globe and explore the way that human beings use music. Students describe how music is used culturally around the world in storytelling, political expression, spirituality, dance and domestic entertainment.

Semester Course

Vocal Anatomy & Pedagogy (1077)

This course covers the basics of the human voice by exploring topics, such as vocal anatomy and physiology, acoustics, articulation and resonance, and vocal health and care. Students learn the contributions of respiration, phonation and resonance to voice production for singers. Practical applications include enhancing each student's own vocal journey through observations and listening.

Semester Course

Vocal Performance & Audition Techniques (1208)

Students focus on their ability to portray characters and emotions while performing a selection of music genres. Emphasis is on performance preparation, performance confidence, class discussions, a journal of self and peer assessments, and professional performance critiques. Students are required to sing in public performances.

Inter-Departmental Vocal Music Electives by Audition

Touring Choir (990)

The Charter Arts Touring Choir is a 30-35 voice mixed choral ensemble, auditioned from all grades and artistic majors of the Charter Arts student body, whose members 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.

By Audition Only

Treble Choir (1063)

The Charter Arts Treble Choir is a choral ensemble of equal voices open to all students. 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 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.

By Audition Only

CORE ACADEMIC DEPARTMENTS

ENGLISH/LANGUAGE ARTS

The curriculum of the English Department integrates writing- and literature-based courses that introduce, develop and refine student skills in all aspects of the analytical writing process, including literary analysis essays, personal essays, creative writing and research writing. 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 and film, culminating with American Literature in English 11 and World Literature in English 12. Emphasis is placed on the development of critical thinking skills through class discussions, group projects and written communications. The main goal is for students to hone the five literacies necessary for cogent and concise communication: listening, thinking, speaking, reading and writing. **Note: In order to be placed in an Honors-level English course, students must earn 90% or higher in their previous CP-level English course or an 85% or higher in their previous Honors-level English course.**

English Department Course Sequencing

Grade 9	English 9 CP/Honors English 9 Extension, if necessary
Grade 10	English 10 CP/Honors English 10 Extension, if necessary
Grade 11	English 11 CP/Honors AP English Language & Composition Lit Keystone Workshop, if necessary
Grade 12	English 12 CP/Honors AP English Literature & Composition

English Department Course Descriptions

AP English Language & Composition (133)

Students acquire the skill of analyzing various rhetorical strategies and become efficient writers who can compose for a variety of purposes. Students engage with texts written by a wide array of authors and learn the multiplicity of connections between the author's purpose, subject and audience as it relates to the creation of a rhetorically effective language. Students 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 this course is heavily focused on non-fiction prose, other genres of literature are also studied. This course complies with curricular requirements as outlined by the College Board that prepares students to take the AP English Language & Composition Exam.

Prerequisites:

1. 90% or higher in English 10 CP (or) 85% or higher in English 10 Honors; minimum quarterly grade is 80%
2. Teacher recommendation based on the submission of a written sample

AP English Literature & Composition (143)

Students process analytical, interpretive, argumentative and imaginative cognition through the intense study of literature and composition. Students engage 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 in literature, students intensely examine the fundamentals of character, setting, structure, narration, figurative language and literary argumentation. This course complies with curricular requirements as outlined by the College Board that prepares students to take the AP English Literature & Composition Exam.

Prerequisites:

1. 90% or higher in English 11 CP (or) 85% or higher in English 11 Honors (or) 80% or higher in AP English Language & Composition; minimum quarterly grade is 80%
2. Teacher recommendation based on the submission of a written sample

English 9 CP/Honors (114/115)

This course is a comprehensive study of foundational skills in reading and writing. Literature selections include the study of language, textual analysis and close reading, while writing pieces emphasize grammar, vocabulary, organization, and rhetoric. All areas of study 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 appraise and defend various works' impact on the culture in which it was written, our culture today, and the future of our world.

English 10 CP/Honors (116/117)

This course builds on the reading, writing and language curriculum established in 9th grade with a focus on a variety of literature, the English language and critical and analytical writing. Students expand their knowledge of literature and language, while demonstrating their mastery level of new learning through reading, writing, performance tasks and assessments.

English 11 CP/Honors (125/126)

This course further develops students' comprehensive understanding and appreciation of various genres of literature with a focus on rhetoric. Students 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. This course requires student dedication to learning in both a reflective and collaborative environment. The Honors-level course explores various modes of writing and rhetorical strategies through American and global literature; these texts are also analyzed through the lenses of various literary theories and schools of criticism.

English 12 CP/Honors (127/128)

Students read and analyze classic texts from antiquity through a more contemporary context in the Modern era from a diverse set of African, Asian, European and 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. Attention is given to nonfiction, short story, drama, novel and poetry.

English Extension (113)

This extension course reinforces the reading, writing and language curriculum within the English Department. Identified students receive additional support honing the five literacies: listening, thinking, speaking, reading, and writing.

Keystone Literature Workshop (805)

Students are provided with supplemental instruction of key concepts in literature to prepare students who did score proficient to retake the Keystone Literature Exam.

Semester Course Grade 11

MATHEMATICS

The 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. Graphing calculators can be used in all of our math classes. It is highly recommended that students have their own graphing calculator. The Mathematics Department uses the TI-83 and TI-84 (both Silver and Plus editions) in class but any graphing calculator can be used. **Note: In order to be placed in an Honors-level Math course, students must earn 90% or higher in their previous CP-level Math course or an 85% or higher in their previous Honors-level Math course, or where otherwise stated.**

Mathematics Department Course Sequencing

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

Mathematics Department Course Descriptions

Algebra 1 CP (411/412)

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 aligned with the PA Core Standards and culminates with the student taking the Algebra 1 Keystone Exam. Based on the needs of students, Algebra 1 sections either meet every other day in the cycle per week or daily.

Algebra 2 CP/Honors (431/432)

Algebra 2 starts with a continuation of topics studied in Algebra 1. Students are 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 (441)

Students delve even deeper into higher-order functions and the basics of trigonometry, which covers equations and inequalities; polynomial, rational, exponential, logarithmic and trigonometric functions and their graphs; analytic trigonometry; and analytic geometry.

Prerequisite: Algebra 2

AP Calculus AB (455)

This course covers algebraic limits, graphic limits, differentiability, tangent lines, higher-order derivatives, relative extrema, points of inflection, intervals of increasing/decreasing, intervals of concavity, mean-value theorem, extreme-value theorem, applications of derivatives to motion, anti-derivatives, definite integrals, numerical approximations, the area between curves, three-dimensional volumes and applications of integration to motion. This course complies with curricular requirements as outlined by the College Board that prepares students to take the AP Calculus AB Exam.

Grades 11 & 12 Prerequisites:

1. 85% or higher in Pre-Calculus Honors or Calculus Honors; minimum quarterly grade is 80%
2. Teacher recommendation based on successful completion of placement exam

AP Calculus BC (456)

A continuation of topics learned in AP Calculus AB, topics covered include parametric and polar curves, vectors, Euler's method, improper integrals, advanced techniques of integration, and sequences and series. This course complies with curricular requirements as outlined by the College Board that prepares students to take the AP Calculus BC Exam.

Grade 12 Prerequisite: 85% or higher in AP Calculus AB; minimum quarterly grade is 80%

AP Statistics (464)

Students interpret statistical concepts and results in a real context. The four themes covered are exploring data, sampling and experimentation, probability and simulation, and statistical inference. Sub-themes include interpreting quantitative data, making inferences and justifying conclusions, rules of probability, application of the Central Limit Theorem, normal distributions, z-scores, and probability. This course complies with curricular requirements as outlined by the College Board that prepares students to take the AP Statistics Exam.

Grades 11 & 12 Prerequisite: 85% or higher in Pre-Calculus Honors or Calculus Honors; minimum quarterly grade is 80%

Calculus Honors (452)

This course covers 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.

Prerequisite: 90% or higher in Algebra 3/Trigonometry CP or 85% or higher in Pre-Calculus Honors

Geometry CP/Honors (421/422)

Geometry is the study of figures, their relationships and the properties among them. In this course, students discover and prove properties of parallel lines, triangles, quadrilaterals and circles using axiomatic methods. This course relies heavily on concepts learned in Algebra that are applied to geometric situations to solve problems. Geometry can be taken concurrently with Algebra 2.

Pre-Algebra CP (401)

This course is designed to help prepare students for Algebra 1 in which students work on math skills involving integers, fractions and decimal number operations. Students are introduced to square roots, solving simple linear equations and graphing simple linear equations. Students utilize a graphing calculator throughout the course. By

completing this class, students gain a better understanding of the fundamental Algebraic concepts needed to succeed in future math courses. Students in Pre-Algebra meet daily.

Pre-Calculus Honors (442)

Students delve even deeper into higher-order functions and the basics of trigonometry. This course covers 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. Pre-Calculus Honors can be taken concurrently with Geometry.

Prerequisite: 90% or higher in Algebra 2 Honors

Statistics Honors (462)

Students come out with a basic understanding of descriptive and inferential statistics. Topics 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.

Prerequisite: 85% or higher in Algebra 3/Trigonometry CP or Pre-Calculus Honors

SCIENCE

The curriculum of the Science Department begins with two different tracks. Our first path opens with Environmental Science and provides students with various topics that will support them in their transition into Biology and the Keystone Exam in their second year. The second path begins with Biology and prepares students for the Keystone Exam at the end of the course. Students are required to take three credits of a lab Science in order to graduate, which includes regular laboratory work. All courses place emphasis on the scientific method, problem solving, investigation and scientific writing, which are aligned to the PA STEELS Standards. Placement into Pathways 1 or 2 is determined by the Science Curricular Test taken prior to beginning 9th grade. **Note: In order to be placed in an Honors-level Science course, students must earn 90% or higher in their previous CP-level Science course or an 85% or higher in their previous Honors-level Science course.**

Science Department Course Sequencing

Grade 9	Path 1: Environmental Science CP/Honors
	Path 2: Biology CP/Honors
Grade 10	Path 1: Biology CP/Honors
	Path 2: Chemistry CP/Honors Environmental Science CP/Honors Physics I CP/Honors
Grade 11	Environmental Science CP/Honors Chemistry CP/Honors Anatomy & Physiology CP/Honors Physics I CP/Honors Physics II
Grade 12	Environmental Science CP/Honors Anatomy & Physiology CP/Honors Chemistry CP/Honors Physics I CP/Honors Physics II Honors AP Biology

Science Department Course Descriptions

Anatomy & Physiology CP/Honors (561/562)

This 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. This course also incorporates laboratory projects and dissections.

AP Biology (563)

Students learn the conceptual framework, factual knowledge and analytical skills necessary to deal with the rapidly changing science of biology. Major concepts include molecules and cells, heredity and evolution, and organisms and populations. Extensive laboratory exercises, use of primary scientific literature and scientific writing are expected. An additional lab period is required. This course complies with curricular requirements as outlined by the College Board that prepares students to take the AP Biology Exam.

Prerequisites:

1. 90% or higher in Biology CP (or) 85% or higher in Biology Honors required to take placement test
2. 90% or higher in Chemistry CP (or) 85% or higher in Chemistry Honors; minimum quarterly grade is 80%
3. Honors required in at least one Science course in 9th, 10th or 11th grade
4. Teacher recommendation based on successful completion of placement exam

Biology CP/Honors (521/522)

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

Biology Keystone Workshop (807)

Students are provided with supplemental instruction of key concepts in Biology in preparation to retake the Biology Keystone Exam. This semester-long extension course is a follow-up to Biology CP/Honors for any student that does not score proficient on the Keystone Exam.

Semester Course **Grades 10 & 11**

Chemistry CP/Honors (531/532)

Topics 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 this course is accompanied by at least one laboratory exercise. Students 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 are expected to have greater mastery of mathematical concepts and more advanced topics, including nuclear chemistry and thermodynamics.

Environmental Science CP/Honors (551/552)

Environmental Science is a multi-disciplinary scientific approach to understanding the environment and humanity's place within it. Topics further delves into natural selection, populations, biogeochemical cycles, climate, environmental hazards, soil and agriculture, the atmosphere, urbanization, and the challenge of sustainability. Honors-level Environmental Science also includes 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 use hands-on laboratory exercises, as well as case studies in order to encourage critical thinking about current and recent events related to the environment. *Note:* Environmental Science CP is required for students who are not proficient on the Keystone Exam.

Physics I CP/Honors (541/542)

Physics I prepares students to take Physics I (Mechanics) at a college level. Topics 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.

Prerequisites: Algebra 2; for Physics I Honors, 90% or higher in current CP-level Science course (or) 85% or higher in current Honors-level Science course

Physics II Honors (543)

Physics II prepares students to take Physics II (Electromagnetism) at a college level. Topics include electrostatics, electric fields, potential and current circuits, magnetism, induction, waves, light, sound, and an introduction to quantum mechanics. Demonstrations and laboratory exercises involving these concepts are incorporated.]

Prerequisite: Physics I Honors (or) 90% or higher in Physics I CP

SEMINAR SERIES

The Seminar Department prepares all students for their transition from middle school to high school, as well as entering the world after graduation with the personal, social, emotional, technological and financial skills necessary to be successful in the 21st century. Each course prepares students with a variety of diverse and physical movement experiences and exercises that lead to an active and healthy lifestyle. The Seminar curriculum is aligned with Pennsylvania Chapter 339 Career and College Readiness standards, which is implemented using Naviance in which students need to complete all high school career readiness artifacts by the end of their junior year, which is a state-mandated graduation requirement.

Seminar Department Course Sequence

Grade 9	Seminar 9: High School Readiness, Technology Education & Engineering
Grade 10	Seminar 10: Health, Wellness & Family Science
Grade 11	Seminar 11: Career and College Readiness, Financial Literacy & Business Education

Seminar Course Descriptions

Seminar 9: High School Readiness, Technology Education & Engineering (9)

This course helps acclimate students to high school and to ensure a smooth transition from middle school to high school. Executive functioning strategies are modeled and introduced, such as note-taking, time management, planning and organizational skills. Students are introduced to themes of self-identity, expression and community building, as well as mental health wellbeing and social emotional learning. Additionally, this course provides a focus on technologies and explores the use of applications of microcomputers and software (e.g., word processing, database, spreadsheets, telecommunications) and information skills (e.g., traditional and electronic information sources, computer use, research). A mandatory physical education component aimed at fostering students' physical fitness, motor skills and healthy lifestyle habits. Through diverse activities and exercises, students develop a foundation for lifelong physical wellbeing. Finally, students explore the topic of engineering through research and activities.

Seminar 10: Health, Wellness & Family Sciences (10)

Students learn to improve the whole self, healthy living, sexual health and the consequences of risk-taking behavior (e.g., drugs, alcohol, social media). This course emphasizes aspects of consumer education, family and lifespan development, and food science and nutrition. Students explore the availability of mental, social and emotional resources within their local communities. Students research national health policies and legislation and the impact that these policies have on society at large. Seminar 10 incorporates a mandatory physical education component aimed at fostering students' physical fitness, motor skills and healthy lifestyle habits. Through diverse activities and exercises, students continue to improve lifelong physical wellbeing and resilience.

Seminar 11: Career and College Readiness, Financial Literacy & Business Education (11)

Students fine-tune their postsecondary planning as they delve deeper into career exploration through Naviance, additional online resources and guest speakers. Activities focus on career awareness and preparation, acquisition, retention and advancement, and entrepreneurship. Additionally, the financial literacy aspect of this course provides a fundamental understanding for making informed personal financial decisions. Students delve into the concepts of budgeting, saving and investing, student loans, taxes, building and maintaining credit, purchasing a car and home, and much more. Seminar 11 incorporates a mandatory physical education component aimed at fostering students' physical fitness, motor skills and healthy lifestyle habits. Through diverse activities and exercises, students continue to improve lifelong physical wellbeing and resilience.

SOCIAL STUDIES

In order to prepare our students to become productive citizens, the Social Studies Department is committed to engaging students in understanding and expanding their knowledge of history and government. A formal and critical study of World History, United States History and American Government provides students with the knowledge and skills to enter effectively into adult citizenship. **Note: In order to be placed in an Honors-level Social Studies course, students must earn 90% or higher in their previous CP-level Science course or an 85% or higher in their previous Honors-level Social Studies course.**

Social Studies Department Course Sequencing

Grade 9	World History CP/Honors
Grade 10	United States History 1 CP/Honors
Grade 11	United States History 2 CP/Honors AP United States History
Grade 12	American Government CP/Honors AP United States Government & Politics

Social Studies Department Course Descriptions

American Government CP/Honors (241/242)

Students learn the structures, processes and issues of the national and state government. This 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 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.

AP United States Government & Politics (247)

Students learn the political knowledge and reasoning processes to participate in meaningful discussions and debates that currently shape American politics and society, which includes a nonpartisan introduction to key political concepts, institutions, policies, interactions, roles and behaviors that characterize the constitutional system and political culture of the United States. This course complies with curricular requirements as outlined by the College Board that prepares students to take the AP U.S. Government & Politics Exam.

Prerequisites:

1. 90% or higher in U.S. History 2 CP (or) 85% or higher in U.S. History 2 Honors (or) 80% or higher in AP U.S. History; minimum quarterly grade is 80%
2. Teacher recommendation

AP United States History (233)

Students learn about American diversity and identity, the evolution of American culture, demographic changes over the course of America's history, economic transformations, and the development of political institutions. Topics include 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. This course complies with curricular requirements as outlined by the College Board that prepares students to take the AP U.S. History Exam.

Prerequisites:

1. 90% or higher in U.S. History 1 CP (or) 85% or higher in U.S. History 1 Honors; min. quarterly grade is 80%
2. Teacher recommendation

United States History 1 CP/Honors (221/222)

United States History 1 focuses on political, economic, social and artistic development, as well as 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 19th century. Students analyze and discuss how our shared history has led us to become the nation we are today.

United States History 2 CP/Honors (231/232)

United States History 2 focuses on the political, economic, social and artistic development from Imperialism in the late 19th century through the present day. The focus of this course includes changes in society brought about by both World Wars, the Great Depression, the Civil Rights era and the Cold War. Students analyze and discuss how our shared history has led us to become the nation we are today.

World History CP/Honors (213/214)

World History focuses on the historical development of people, places and patterns of life from antiquity until 1700 AD. Students use skills of historical and geographical analysis to explore the early history of the world. Topics include exploration of world religions, Africa, Asia, Western Civilization, the Americas and globalization. This course illuminates connections between our lives and those of our ancestors around the world.

WORLD LANGUAGE

The World Language Department prepares students to interact in real life and social situations in the target language and students 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. In the upper-level World Language courses, students are given the space for earnest curiosity in learning the language and the culture of its people. It is recommended, but not required, that students take two years of the same language and that both credits are taken in consecutive years. *Note:* Students are placed into the course that is appropriate for their ability based on World Language Department faculty recommendation.

World Language Department Course Sequence

Level 1	French 1 <i>or</i> Spanish 1
Level 2	French 2 <i>or</i> Spanish 2
Level 3	French 3 <i>or</i> Spanish 3
Level 4	French 4 Honors <i>or</i> Spanish 4 Honors

World Language Department Course Descriptions

French 1 (701)

Students learn the basics of the French language and Francophone cultures through listening, speaking, reading and writing. French is used regularly in the classroom to build comprehension and communication skills. Students learn foundational vocabulary, tense (i.e., past, present, future) and grammar, including greetings, school, family and daily activities. Instruction is supported through audio, video, technology, projects and a variety of assessments. Students receive extensive exposure to spoken and written French, even at the beginner level.

French 2 (702)

A continuation of French 1, this course builds on previously acquired language skills, vocabulary and grammatical knowledge, while strengthening listening, speaking, reading and writing skills. Emphasis is placed on communication and cultural awareness through topics, such as housing, shopping, clothing, directions and daily life in the French-speaking world. Authentic materials, projects, and assessments support language proficiency and cultural understanding, with continued intensive exposure to spoken and written French.

French 3 (703)

A continuation of French 2, this course builds on prior language skills with increased emphasis on grammatical accuracy, verb tenses and communication. In order to narrate events and discuss plans, students strengthen previously learned structures while studying new tenses, including the imperfect tense, the use of present perfect versus imperfect, and future tense. Vocabulary development continues across a variety of themes, with greater focus on cultural topics from the French-speaking world. French is used extensively in the classroom and students improve proficiency through authentic materials, activities and assessments, gaining a deeper understanding of language structure and daily communication in French.

Prerequisite: 80% or higher in French 2 or teacher recommendation

French 4 Honors (704)

This advanced course is designed for highly motivated students with strong proficiency in French. Instruction is conducted exclusively in the target language and focuses on refining listening, speaking, reading and writing skills. Advanced verb tenses and structures are learned through storytelling, reading, discussion and authentic materials. Emphasis is placed on communicative proficiency and cultural exploration of global and contemporary

themes, such as the environment, human rights and equality. Students complete culturally-themed projects aimed to enhance language proficiency and prepare them for advanced French studies beyond high school.

Prerequisite: 90% or higher in French 3 or teacher recommendation

Spanish 1 (601)

Students begin their Spanish language study by developing communication skills with familiar themes, such as school, friends, family and daily activities. Through longer texts and short novels, focus is placed on literacy and writing, with opportunities to expand their emerging speaking skills. Students study vocabulary and grammar in the present tense through the lens of Spanish and Latino/a/x cultures. The class is designed to give students intense exposure to spoken and written Spanish, even at the most basic level.

Spanish 2 (602)

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

Spanish 3 (603)

As students move into upper-level Spanish language study, focus is on communication outside of the present tense (i.e., past, perfect, future) and both preterite and imperfect tenses are introduced through themes, such as traditions, careers, foods and emotions. While exploring more in-depth cultural and historical topics, students expand their vocabulary in order to improve all aspects of communication.

Prerequisite: 80% or higher in Spanish 2 or teacher recommendation

Spanish 4 Honors (604)

In this advanced course, students increase their proficiency through content-based language study, learning the most complex structures of Spanish grammar, such as the subjunctive mood, through relevant themes of travel, art, social change and technology. Deep Spanish and Latino/a/x cultural and societal history and perspectives are explored. This class prepares students for college-level courses.

Prerequisite: 90% or higher in Spanish 3 or teacher recommendation

ADVANCED PLACEMENT ®

AP Course Qualification

To be considered for the AP Selection process, students are required to earn the minimum final grade in prerequisite courses.

Prerequisite Course(s) for AP Placement

AP Course	Prerequisite Course(s)
AP English Language & Composition	English 10
AP English Literature & Composition	English 11 or AP English Language & Composition
AP U.S. History	U.S. History 1
AP U.S. Government & Politics	U.S. History 2 or AP U.S. History
AP Biology	Biology and Chemistry; <i>and</i> at least one previous Honors-level Science course
AP Calculus AB	Pre-Calculus Honors or Calculus Honors
AP Calculus BC	AP Calculus AB
AP Statistics	Pre-Calculus Honors, Calculus Honors <i>or</i> AP Calculus AB
AP Music Theory	Harmony (Advanced Harmony); Harmony (Chromatic Vocabulary) recommended
AP 2-D Art & Design, AP 3-D Art & Design, <i>or</i> AP Drawing	Painting & Palette Control Studio; 3-D Design & Sculpture Studio; <i>and</i> Professional Practices for Young Artists 11/ Art History 3: 20th Century & Beyond
AP Art History	10th- or 11th-grade History

Prerequisite Course Grade Requirements

Promotion from a College Prep Level-Course: 90% or higher required with a minimum quarterly grade of 80%.

Promotion from an Honors Level-Course: 85% or higher required with a minimum quarterly grade of 80%

Promotion from an AP Course: 80% or higher required with a minimum grade of 80%

Visual Arts AP Course: students must earn As in all three 11th-grade Visual Arts courses.

AP Selection Process

Placement Based on Data Review of Student Achievement

In order for any student to be considered for enrollment into an AP course, that student is first required to meet both course prerequisite and grade requirements. For prospective students who meet these requirements, students are recommended placement into an AP course after a review of student achievement criteria. Based on classroom availability and course enrollment size, students are either offered placement into an AP course or placed on a waitlist. Neither AP Coordinator nor any AP teacher will discuss the placement of other students. Placement into AP Biology, AP Calculus AB and AP Music Theory require successful completion of a placement test. Additionally, students are not permitted to take Pre-Calculus or Calculus during the summer in order to take AP Calculus AB the following school year.

Additionally, any student who originally met the grade requirement in the prerequisite course at the time of placement selection but who does not meet the minimum final-grade requirement in their prerequisite course will be unenrolled from that AP course and placed in the subsequent Honors-level course. This is stated on the AP Course Enrollment Letter distributed to students.

Achievement Criteria Reviewed During Data Review

The following student data is reviewed during the AP Selection process and re-assessed at the conclusion of the school year: student's final grade in the prerequisite course; the number of missed classes in the prerequisite course; the number of incomplete, late and missing assignments in the prerequisite course; and historical grades if necessary. *Note:* Absences are based on classes missed in the prerequisite course only; absences due to mental or physical health hospitalization, bereavement, and long-term illness will not impact a student's eligibility.

Maximum AP Course Enrollment

As per College Board, the general recommendation is that students do not exceed five AP courses in two years: students can take two AP courses in 11th grade and three AP courses in 12th grade. Charter Arts follows this recommendation; however, this will be reviewed on an individual case-by-case basis.

Transferring Students

If a transferring student was selected by their previous school for enrollment in an AP course, then enrollment is automatic, unless a student's final grades at their previous school does not meet Charter Arts' grade requirements. If a transferring student was not selected by their previous school for enrollment into an AP course, then enrollment is based on:

1. AP Coordinator and teachers review students' final transcript (grades in specific-subject are reviewed)
2. AP Coordinator will inquire with previous school counselor regarding AP placement
3. Transfer students are required to complete any AP selection requirements expected of current students.

Required Summer Course Work

Enrollment into an AP course comes with the expectation that students are required to complete reading and written assignments during summer break. Success in an AP course is dependent on the completion of these assignments. No student will be enrolled in an AP course after August 1 due to the summer work requirement. In the event that a student has not completed all of the required summer work by August 15, that student will be unenrolled from that AP course and notified; however, this will be reviewed on an individual case-by-case basis.

Advanced Placement Testing Policy for Students Enrolled in a Charter Arts' AP Course

It is recommended that AP students take their respective AP Exam or AP Portfolio in May. Students who are enrolled in an AP course at Charter Arts are not required to take their respective AP Exam; however, if an 11th-grade student, declines to take the respective AP Exam, it may result in that student not being enrolled for the 12th-grade AP course should the demand for enrollment into the subsequent class be higher than the number of seats that are available in that AP course.

Fees Associated with AP Exams

To meet the College Board's exam registration deadline, students must register their prospective AP Exams on or before November 15, unless the student communicates otherwise. The fees for these exams must be paid in full by the student before sitting for the exam unless other arrangements have been made. The costs and fees associated with an AP Exam or AP Portfolio are determined by College Board each year. If a student believes that they may be eligible for an exam fee reduction, they should see the AP Coordinator. If a student decides not to take an AP Exam after November 15, a deadline established by the College Board, students are responsible to pay

the exam cancellation fee. Additionally, should any student elect to not take an AP Exam after the College Board deadline, that student is required to reimburse Charter Arts for the mandatory fee imposed by College Board.

Failure to Meet Charter Arts' Requirements for Placement Into an AP Course After Initial Placement

In order to enroll into an AP course at Charter Arts, students must meet the prerequisite requirements for selection into an AP course, which are listed in each AP course's course description. The AP Coordinator will notify students who have been selected for enrollment in an AP course via a decision letter. Additionally, if a student is selected for any AP course in the spring semester fails to meet the required minimum final grade in the prerequisite course, that student and their parents/guardians will be notified that they did not meet requirements for enrollment in that AP course and, subsequently, will be enrolled into the corresponding Honors-level course.

AP Independent Study Testing Policy

If a student wants to take an AP course that Charter Arts does not offer or is not recommended for placement into an AP course for the upcoming school year, that student is permitted to take that AP course at another high school or College Board-approved institution with the understanding that it is the student's responsibility—and not Charter Arts' responsibility—to secure placement elsewhere. Additionally, that student will need to take the AP Exam at the school or institution that they are taking the independent study AP Course at. Charter Arts will not accommodate that student taking an AP course at another institution with a location for testing. That course and its credits will not be included on a student's Charter Arts Transcript.

AP Course Sequencing

The AP Committee has developed specific pathways/course sequences, which are based on the grade-level a student anticipates taking a specific AP course and the grade in which each AP course is offered. Some AP courses are offered in specific grade-levels, while other AP courses are offered in 11th and 12th grade; therefore, it is important for students to know which courses to take as early as 9th grade. The AP Committee provides students with the following AP Course Sequencing as a road map to AP courses.

AP English/Language Arts Course Sequencing

	AP Courses Taken in 11th & 12th Grade	AP Course Taken in 12th Grade
Grade 9	English 9 CP or Honors	English 9 CP or Honors
Grade 10	English 10 CP or Honors	English 10 CP or Honors
Grade 11	AP English Language & Composition	English 11 CP or Honors
Grade 12	AP English Literature & Composition	AP English Literature & Composition

AP Social Studies Course Sequencing

	AP Courses Taken in 11th & 12th Grade	AP Course Taken in 12th Grade
Grade 9	World Civilization CP or Honors	World Civilization CP or Honors
Grade 10	U.S. History 1 CP or Honors	U.S. History 1 CP or Honors
Grade 11	AP U.S. History	U.S. History 2 CP or Honors
Grade 12	AP U.S. Government & Politics	AP U.S. Government & Politics

AP Biology Course Sequencing

	AP Biology Taken in 12th Grade
Grade 9	Biology CP or Honors
Grade 10	Chemistry, Environmental, or Physics I CP or Honors
Grade 11	Chemistry, Anatomy & Physiology, Physics I, or Physics II CP or Honors
Grade 12	AP Biology
Note: At least 1 credit of Science must be taken at the Honors-level	

AP Calculus Sequencing

	AP Calculus AB Taken in 11th Grade	AP Calculus AB Taken in 12th Grade	
Grade 9	Algebra 2 Honors	Algebra 2 Honors	Algebra 2 Honors
Grade 10	Pre-Calculus Honors	Geometry CP or Honors	Pre-Calculus Honors
Grade 11	AP Calculus AB	Pre-Calculus Honors	Calculus Honors
Grade 12	AP Calculus BC	AP Calculus AB	

AP Statistics Course Sequencing

	AP Statistics Taken in 11th Grade	AP Statistics Taken in 12th Grade
Grade 9	Geometry CP or Honors	Algebra 2 Honors
Grade 10	Pre-Calculus, Calculus or Statistics Honors	Pre-Calculus Honors
Grade 11	AP Statistics	Statistics Honors, Calculus Honors or AP Calculus AB
Grade 12	n/a	AP Statistics

AP Music Theory Course Sequencing

	AP Music Theory Taken in 11th Grade	AP Music Theory Taken in 12th Grade
Grade 9	Music Theory Foundations	Music Theory Foundations
Grade 10	Advanced Harmony	Advanced Harmony
Grade 11	AP Music Theory	Harmony (Chromatic Vocabulary)
Grade 12	MT Independent Study (5 on AP Exam)	AP Music Theory

AP Visual Arts Course Sequencing

Grade 9	Freshman Art Foundations Studio Digital Art concepts Art History 1: Global Perspectives in Art
Grade 10	Sophomore Art Foundations Studio Digital Photography Art History 2: Renaissance Through 19th Cen. Art
Grade 11	Painting & Palette Control Studio 3-D Design & Sculpture Studio Junior Professional Practices for Young Artists/ Art History 3: 20th Century & Beyond
Grade 12	AP 2-D Art & Design or AP 3-D Art & Design or AP Drawing
Note: Placement in an AP Visual Arts course does not replace any 12th-grade Visual Arts courses	

AP Art History Sequencing

	AP Art History Taken in 11th Grade	AP Art History Taken in 12th Grade
Grade 9	World History CP or Honors	World History CP or Honors
Grade 10	U.S. History 1 CP or Honors	U.S. History 1 CP or Honors
Grade 11	AP Art History	U.S. History 2 CP or Honors, or AP U.S. History
Grade 12	n/a	AP Art History
Note: Placement in an AP Art History does not replace any required Social Studies curricular courses		

ELECTIVES

GENERAL ELECTIVES

Students are required to take 1.0 credit of electives in order to meet graduate requirements. General electives are only available to 11th- and 12th-grade students. Elective courses are not meant to be repeated so as to allow for more student participation. Due to staffing and scheduling constraints, elective courses 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 in the course. Electives are filled based on available sections and grade-level seniority.

General Elective Course Descriptions

Advanced Photography (983)

Students further develop digital photography techniques into a mastery of higher-level skills and improved visual comprehension. Creative camera techniques, advanced composition, visual language, lighting techniques, combined with organizing and editing within the Adobe Suite supports varied genres of student interest.

Semester Course Prerequisite: Introduction to Photography or Digital Photography

American History Through Music (248)

Music is used as a primary source to explore key themes in American history, civics and culture, which builds critical thinking and media literacy as students connect musical genres to major historical events and social movements. Through focused listening, research, journaling and a final musical timeline project, students gain a deeper, interdisciplinary understanding of how music has reflected and shaped the American experience.

AP Art History (844)

Open to all students, regardless of department major. This accelerated reading- and writing-intensive art history survey course that emphasizes the knowledge of artwork content areas and understanding overarching themes about art. This course complies with curricular requirements as outlined by the College Board, which is a college-level course that prepares students to take the AP Art History Exam.

Prerequisite: 90% or higher required in current CP-level History, (or) 85% or higher required in current Honors-level History course, (or) 80% or higher in AP U.S. History; minimum quarterly grade is 80%

The Art and Science of Happiness (1118)

This prevention-based wellbeing course is designed to strengthen student mental health, resilience and life readiness. Grounded in Positive Psychology, students are equipped with the knowledge and actionable steps of choice architecture and implementing small positive habits in order to alter our inner worlds. Agency, intention, and repetition are the systems implemented to manage stress, regulate emotions, develop healthy routines, improve relationships, and distill purpose and meaning.

Semester Course

Astronomy (571)

Students learn the history of the solar system, ancient versus modern astronomy, the composition, measurement and classification of stars, the Earth-Moon relationship, stellar evolution, and galaxies.

Contemporary World Issues (246)

Students examine daily headlines and issues that occur in the local, national and global stages and their impact on their day-to-day lives. Students examine political, social and economic issues from a variety of perspectives and news sources while debating the merits of a diverse set of arguments.

Fundamentals of Hand-Drawn Animation (1117)

This course introduces the workflow and techniques of an animator based on the fundamental techniques of Don Bluth and Disney Animation Studios. Students learn the art of animation by creating a series of pencil tests and exploring animation's concepts and tools, as well as the and industry- standard methods of a traditional animator.

Semester Course

Introduction to Photography (974)

This course emphasizes fundamental skills of photography, including how to capture proper exposure using the camera in a manual operating mode. Students explore techniques, such as high and low depth of field, motion freeze and motion blur. This course explores photographic compositional tools, including, but not limited to, the rule of thirds. Students are encouraged to explore photography as both a science and a means of self-expression.

Semester Course Unavailable to Visual Arts students

Introduction to Production (1631)

Students 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 learn to analyze scripts, think conceptually and work collaboratively and are given the opportunity to design and execute in a number of production roles.

Semester Course Unavailable to Production Arts students

Musical Theatre Dance (1115)

In this movement- and performance-based class, students learn short dance combinations in a variety of dance styles in musical theatre and become acquainted with preparations necessary for a musical theatre dance audition. Students perform individually and collaboratively. Course content addresses a variety of musical theatre styles, genres and the associated vocabulary from past to contemporary musical theatre.

Semester Course

Photoshop and the Fundamentals of Design (1116)

Students learn the roles and responsibilities of the graphic designers and content creation using Adobe Photoshop and gain marketable computer skills for the workplace. Topics include the elements and principles of graphic design, composition, layout, typography, color and navigating graphic design programs.

Semester Course

Psychology (245)

This course focuses on individual behavior and why an individual thinks, feels and reacts to certain stimuli. Emphasis is placed on research methods, stages in lifespan development (i.e., infancy, childhood and adolescence, adulthood), how the brain works, psychological testing, and psychological disorders. Students learn theories derived from the most influential psychologists of the 19th and 20th centuries.

Sociology (244)

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. 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.

Yearbook (840)

Students work collaboratively to create the *Charter Arts Yearbook* and fulfill the duties of a photographer, reporter, marketing, graphic designer and editor. Students navigate yearbook design software that gives them experience in graphic design and formatting, while learning how to adhere to a schedule and meet deadlines. *Note:* Priority is given to 12th-grade students. Fundamentals of Design and Introduction to Photography recommended.

AUDITION-ONLY ELECTIVES

Audition-Only Electives are available to students beginning in 9th grade. Courses listed in this section require an audition, which must be scheduled with the Director of the artistic department before May 1 for currently enrolled students and August 1 for new/transfer students. These electives are available for non-major students.

Audition-Only Elective Course Descriptions

Creative Process for the Dancer (919)

Students engage 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 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 of the first unit is an exhibition of completed choreographic works by choreographers and dancers, some of which are chosen for inclusion in the annual *Dance Soup* concert. In the second unit, 12th-grade dance students choreograph work for dancers. Formal performance of this choreographic work in the Dance Department's *Young Choreographers in Concert* serves as the final exam. Further, all students participating in this course must be available and commit to all rehearsals and performances.

Jazz Ensemble (937)

Jazz Ensemble 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 Charter Arts Orchestra is designed to inspire students in their enthusiasm of music and performing in a larger ensemble. Orchestra provides students with an opportunity to further develop and refine their skills in performing orchestral repertoire. Rehearsal 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. *Note:* Orchestra will not satisfy elective credit requirements for Brass, Percussion, Strings or Woodwind students, as Orchestra is a required course within the Instrumental Music curriculum.

Touring Choir (990)

The Charter Arts Touring Choir is a 30-35 voice mixed choral ensemble, auditioned from all grades and artistic majors of the Charter Arts student body, whose members 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)

The Charter Arts Treble Choir is a choral ensemble of equal voices open to all students. 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 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)

Wind Ensemble prepares wind band literature for both the fall and spring concerts, as well as any other performance opportunities. Rehearsals serve as an opportunity to apply concepts learned in instrumental technique classes, as well as providing valuable ensemble concepts. Students perform modern and traditional band music at a higher level, develop team-building skills by working as an ensemble, develop their overall musicianship, and refine their discipline and work ethic through rehearsals and individual practice.