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COURSE DESCRIPTION GUIDE
GRAND CENTER ARTS ACADEMY
2015-2016

SCHOOL ADMINISTRATION, FACULTY AND STAFF

Table listing school administration, faculty, and staff members with their respective roles and names, such as Principal Dr. Matt Frederickson, Assistant Principals, and various subject teachers.

**SCHOOL ADMINISTRATION, FACULTY AND STAFF (continued)**

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Visual Art.....	Mrs. Liz LeSaulnier
Orchestra/Chair.....	Mr. Damen Martin
Dance.....	Mr. Chivas Merchant-Buckman
Ninth Grade English.....	Mrs. Amber Murphy
Eleventh Grade Math/Chair.....	Mr. Matt Naes
Eighth Grade Science.....	Mr. Arnez Newton
Ninth and Tenth Grade Math.....	Mr. Michael Mancuso
Eighth Grade Communication Arts.....	Ms. Denise Pranger
Physical Education.....	Mr. Alex Rearick
Theatre.....	Mr. Brandon Riley
Ninth Grade Science.....	Mr. Tim Salamon
Dance.....	Mrs. Danielle Sampson
Special Education/Speech.....	Ms. Emily Schiltz
Computer Applications.....	Ms. Phyllis Shelby
Theatre.....	Mr. Shaun Sheley
Ninth and Tenth Grade English.....	Ms. Veronda Slocum
Ninth Grade Social Studies/Chair.....	Mr. Evan Smith
Vocal Music.....	Mr. Wes Smith
Visual Art.....	Mr. David Spiguzza
Special Education/Chair.....	Ms. Tanisha Staniel
Dance.....	Ms. Ashley Tate
Eighth Grade Social Studies.....	Mr. Alex Terrance
Seventh Grade Science.....	Mr. Eric Theby
Theatre.....	Ms. Sarah Mathews
Eleventh Grade Science.....	Mr. Fred Warren
Dance/Chair.....	Mr. Keith Williams
Student Health Services.....	Mrs. Tristi Winscott
Eighth Grade Communication Arts.....	Mr. Tim Woodcock
Sixth Grade Science.....	Mrs. Carol York
Tenth Grade Math.....	Ms. Courtney Young

## **PREFACE**

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The faculty of the Grand Center Arts Academy has been active in curriculum development and believes that a comprehensive curriculum is necessary to meet the needs of all students. This handbook will be useful for parents and students to outline a personal plan of study from a wide variety of course offerings available through the various arts pathways to ensure students are prepared for college and the workforce.

The faculty asks that each curricular offering be considered with regard to the student's future ambitions. Each course description should be studied as to the content and procedures which shall be used within the class.

We hope that all students will take full advantage of the resources of our school and enroll in areas which will enable them to develop their full potential, allowing them to contribute significantly to society.

Courses listed in this guide exceed the number of courses that ultimately will be offered. Only those courses with a sufficient number of students enrolled will be placed in the master schedule.

## **TO THE STUDENT**

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In developing the Course Description Guide, the staff has attempted to provide you with a brief and accurate description of material to be studied in each course.

Since choosing the right courses often requires making difficult decisions, it is suggested that you follow the steps listed below. Hopefully this information will prove helpful to you in the decision-making process.

1. Read and study the Registration Procedures, Course Selection/Schedule Changes, and the rest of the Course Description Guide.
2. Attend Spring Parent/Teacher Conferences and visit the Counseling Dept. Table.
3. Talk with your counselor concerning your graduation requirements earned and credits needed, your abilities, interests, and future goals.
4. Note that when "recommended" grades and/or "recommended" prior courses for enrollment into a class are listed, this is to be considered as a guide or suggestion for enrollment and as such does not need a signed waiver form. (Some exceptions may apply)

Devoting proper time to planning your schedule will start your journey to a successful and enjoyable year.

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# REGISTRATION PROCEDURES

This curriculum guide has been prepared to assist you in two ways: Registration for the 2015-16 school year and future program planning. We urge you to read the course descriptions very carefully to be sure the course relates to your educational and vocational objectives, your interests, and your abilities. Attention should be given to pre-requisites (completion of prior courses) and the grade level required for each course. Your counselor will explain the procedures for course selection and course registration.

Students should give considerable thought to the courses selected so that the proper number of sections can be provided to accommodate as many student requests as possible. Students are urged to seek assistance from parents, present teachers, and school counselors in determining those courses that will prepare them for their future educational and/or occupation goals. All students must register for classes online through Infinite Campus after Spring Break. **Look for an email sending the registration instructions for online course selection.** After completing the online registration, students should print a copy of their course selections, sign it, have their parent(s) sign the copy, and then turn the form into the Guidance Office.

Academic advisement will take place following the online registration process. During academic advisement, school counselors will review the student's course selections and make recommendations in light of the student's educational and vocational goals and present achievement. Changes to course selections may be made at that time.

All students must register for a total of 8 courses each semester (16 total). Students must enroll in both semesters of year-long classes. Full year courses will have separate course numbers for each semester. A high school student may choose a study hall for one of the classes: students selecting study hall should be aware of the activity eligibility requirements for participation. Students must enroll in seven classes for credit each semester. Extended day may be available for certain courses. All students should also register for four alternate courses.

**Developing a "Personal Plan of Study (PPOS)" (grades 7-12 plus the year following graduation) provides an opportunity to develop, monitor, and manage your educational plan through a structured, systematic individual planning system. This process begins in seventh grade and is monitored every year by your school counselor. Feel free to contact the Guidance Office with any questions.**

## COURSE SELECTION/SCHEDULE CHANGES

The proper selection of courses is very important for all students and something that should be done with serious deliberation. To help in this process, students will receive course description guides well in advance of the time for which final choices must be made. Students are encouraged to spend ample quality time studying the course descriptions before deciding upon course selections. It is strongly suggested that students confer with their counselors, other staff, parents, and consider college and/or career plans carefully before making selections.

A high school blocked course typically meets three times per week, one day for 55 minutes and two days for 90 minutes. Refer to your high school ABC calendar for specifics. Middle School Blocked Classes follow the same procedure as High School Classes beginning with the 2015-16 school year. Middle School Standard Classes will meet daily for 55 minutes.

Every attempt will be made to honor a student's request, but in some cases the logistics of the master schedule may dictate how a course is ultimately available for that particular student.

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### LOGISTICS OF THE HIGH SCHOOL EIGHT-PERIOD HYBRID BLOCK SCHEDULE\*

Weekly Format

(A Day)

- Odd-numbered blocked courses meet for two consecutive standard periods, including the passing time.

(B Day)

- Even-numbered blocked courses meet for two consecutive standard periods, including the passing time.

(C Day)

- All eight courses meet.

(Learning Lab meets only on A and B Days.)

### EXTENDED DAY OPTION FOR GCAA HIGH SCHOOL STUDENTS

GCAA High School students expected daily hours of attendance are from 8:00 – 3:30. During that time, you will be able to complete all your required minimum 24 credits as stated above. High school students in good standing who wish to take an additional arts elective from 3:30 p.m. – 5:00 p.m. may do so.

\*Note: our Master Schedule is still in development, and depending on student requests, may be changed to meet our staffing needs.

<h1 style="margin: 0;">MINIMUM HIGH SCHOOL GRADUATION REQUIREMENTS</h1>
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The requirements for graduation are as follows and are in accordance with the requirements established by the State Board of Education:

<b>SUBJECT AREA</b>	<b>CREDITS</b>
<b><u>Language Arts</u></b>	
English Language Arts.....	4
<b><u>Social Studies</u></b>	
Social Studies .....	3
*Of these, 1.0 credit must be in US History and .5 credit in Government.	
*The U.S. Constitution and MO Constitution proficiency must be met.	
<b><u>Mathematics</u></b> .....	3
<b><u>Science</u></b> .....	3
<b><u>Fine Arts</u></b> .....	1
<b><u>Practical Arts</u></b> .....	1
<b><u>Physical Education</u></b>	
9 <sup>th</sup> Grade PE (For Dance Students, this requirement is met through Dance Classes) .....	1/2
P.E. Elective (For Dance Students, this requirement is met through Dance Classes).....	1/2
<b><u>Health Education</u></b>	
Health Education.....	1/2
<b><u>Electives*</u></b> .....	7 1/2
<b><u>Personal Finance</u></b> .....	
Students must demonstrate mastery of state competencies for Personal Finance by passing the GCAA personal finance class. Alternatively, students may test out of the Personal Finance requirement by passing the Missouri Personal Finance Assessment (MoPFA) with 90% or higher. Personal Finance counts as ½ of the Practical Arts requirement.	
<b>TOTAL</b>	<b>24</b>

\*GCAA requires that the electives be dedicated to a particular arts pathway.

# EARNING HIGH SCHOOL CREDIT IN MIDDLE SCHOOL

The Department of Elementary and Secondary Education (DESE) has approved changes for Sixth grade, Seventh grade and Eighth grade students who complete high-school level courses. Student's high school transcripts will allow the appropriate units of credit recorded on the transcript, with the notation that these courses have been successfully completed prior to Ninth grade.

What this allows:

- High school credit – Middle school students may receive high school credit for high-school level courses in any content area with prior approval of the principal.
- Transcribed grades – The high school course will be included on the student's transcript with a letter grade. This will happen after the successful completion of the subsequent course in the subject area in high school.
- Graduation requirements – The courses will meet the subject-area requirements toward high school graduation.

What this does not allow:

- GPA – The letter grade will not count in the student's grade point average in high school.

Special considerations for transfers:

If a student transfers out of GCAA before successful completion of the subsequent high school course, the credit will not be included on the high school transcript. The receiving school will determine whether the high school credit is awarded for the middle school course completion.

Special considerations for student in activities competing outside the school: In order to be eligible for high school activities, the Missouri State High School Activities Association (MSHSAA), requires students in the 9<sup>th</sup>-12<sup>th</sup> grades to pass three (3.0) units of credit the previous semester and be enrolled in three (3.0) units of credit for the current semester. It is important parents and students understand this MSHSAA requirement if the student chooses to participate in high school activities (i.e. music solo/ensemble contest and similar contests in other areas.)

GCAA courses available for high school credit: Middle school students who choose the high school level courses will receive acceleration credit that can be counted toward meeting the subject-area requirements for graduation. It is important to note the following:

- Middle school students who take courses for high school credit, and then continue on the curricular track for that content area in high school, will not receive credit for the middle school course if they retake these same courses in high school. Assessments – Middle school students will take the end-of-course exam if applicable and their final exam in the courses for which they receive high school credit. For more information, contact your high school counselor regarding the courses available for high school credit.



## ACADEMIC RECOGNITION

Grand Center Arts Academy will recognize high school graduates with the following grade point average designations (weighted): honors (3.5) and high honors (3.75). The goal is to recognize more students for their exceptional academic achievements rather than a percentage of the class system.

## ON-LINE CORRESPONDENCE COURSES & MOVIP

Students may elect to take correspondence and/or online classes for credit recovery and acceleration. Students and their parents/guardians must get pre-approval from their school counselor before enrolling in online/correspondence courses. A maximum of 2 credits through correspondence/online courses, or a combination of correspondence/online school, will be accepted toward a GCAA diploma. The only exception is the number of credits earned through Missouri Virtual School (MoVIP) is not limited. Students will be responsible for the payment of tuition for MoVIP courses.

## STUDENT ACADEMIC ACCELERATION

Grand Center Arts Academy believes it is important to encourage, support, and assist each student to develop academically. Given the range of abilities represented in each GCAA classroom, it is essential that teachers adapt instruction to meet the wide range of student abilities and skills that exists. In recognition of the diverse needs of students and the benefits associated with instructional adaptations, the Administration supports acceleration appropriate to individual students.

The following chart provides examples of acceleration strategies that may be considered in making decisions appropriate to the individual student. All student assessment data will be factored in a decision. In each instance, the best interest of the student predominates.

### Options Applicable in Grades 6-12

Curriculum Compacting	A procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace. Pre-testing identifies learning objectives already mastered, and students are allowed to "test out" of certain academic exercises and move on to new material.
Differentiated Instruction	Consistently using a variety of instructional approaches to modify content, process, and/or products in response to learner readiness, interest, and/or learner profile of academically diverse students.
Grade Skipping *	The student is moved ahead of normal grade placement. This may be done during an academic year (e.g. placing a 6th grader directly into seventh grade, or promoting a seventh grader to ninth grade).
Individually Paced Instruction	The student is presented with materials that allow him/her to proceed at a self-selected place.
Subject-Matter Acceleration	The student is placed for a part of a day with students at more advanced grade levels for one or more subjects without being assigned to a higher grade (e.g. an eighth grader going to ninth grade for non-arts classes) or the student works for part of a day on material above grade level for one or more subjects within his/her regular classroom.

Honors Program	Available for high school students who qualify by meeting expectations of an assessment matrix based on academic performance.
Advanced Placement	The student takes a course in high school that prepares him/her for taking an examination that

	can confer college credit for satisfactory performance.
Distance Learning	An instructional strategy by which technology is used to allow the student to not physically be in the place where the teaching is taking place. Access to the instructor is gained through technology such as the Internet, interactive videoconferencing, and satellite.
Dual-Enrollment/Credit/SLU 1818	The student is enrolled in course work or summer programs that confer advanced instruction and credit for study (e.g. fast-paced language or math courses offered by universities).
Early Graduation	Graduate from high school in less than four (4) years based upon current GCAA Graduation Requirements.

## COLLEGE/CAREER PLANNING OPPORTUNITIES

The Counseling Office is an excellent resource for students to learn about all aspects of the college/career planning process. The comprehensive guidance programming is developmental in nature and addresses three major components: Personal/Social Development, Academic Development, and Career Development. The services of the school counselors are comprehensive, and include individual and group counseling, academic advisement, special topic programs, and diverse resources.

The GCAA college/career counselor provides guidance through the world of post-secondary options. This expert is available for individual and family sessions. In addition, the college/career counselor offers special programming throughout the school year on a variety of topics that deal with post-secondary planning. The expertise and resources that the college/career counselor provides is of tremendous benefit to students and families.

Outstanding computerized database systems are available in the Counseling Office or can be accessed at home through the Missouri Connections link below. This system can be used for locating information about colleges, professional schools, occupations, military careers, financial aid, and scholarships. This accurate and up-to-date information, used in conjunction with other resource materials, provides the means to make informed decisions regarding educational and career choices. The systems are available for individual and group use as well as for classroom activities.

MISSOURI CONNECTIONS: [www.missouriconnections.com/](http://www.missouriconnections.com/)

### **GCAA Courses offered for Practical Arts Credit:**

Intro to Stagecraft, ½ Unit

Introduction to Shop, ½ Unit

Student Media Publication, 1 Unit, all year

Editorial Leadership, 1 Unit, all year

Personal Finance, ½ Unit \*Required for all students

Project Interface, ½ Unit

## COLLEGE ADMISSION REQUIREMENTS AND RECOMMENDATIONS

Requirements for admission to college will depend on the college to which you are applying, and the kind of program you expect to pursue. For example, a student planning to enter one of the most highly competitive colleges in the country may need to meet more demanding entrance requirements than a student planning to enter a state school or a community college. Four-year colleges and universities may have specific requirements in certain subject areas in addition to a certain level of GPA performance and college admission test scores.

The best approach to college planning is to strive to keep options open by taking a good distribution of academic coursework all four years of high school, with as much preparation in each area as possible. You should begin planning early for college so you will have the necessary requirements when it is time to apply to the college of your choice. Many colleges and universities are increasing admission requirements, especially in the area of core courses. Parents and students should check individual institutions for specific requirements and work closely with your school counselor and college/career counselor.

GCAA professional counselors recommend that college bound students, whenever appropriate, consider taking the following courses:

- Four (4) units of English
- Four (4) units of Mathematics—Algebra I and above
- Four (4) units of Science
- Four (4) units of Social Studies
- Four (4) units of a single World Language
- One (1) unit of Fine Arts—plus additional electives in a particular pathway

Following these guidelines will help prepare the student for entrance requirements at the majority of colleges and universities throughout the country. These recommendations, particularly for students in competitive colleges or career fields, should be seen as minimum requirements. Some programs within those universities will have their own additional requirements. Conversely, some universities will not require all of the above. In all scenarios, students must also meet the GCAA requirements for graduation.

To serve as additional guidelines and as examples, the admissions requirements for students planning to enter the University of Missouri system, as well as the requirements for students planning to enter the other state colleges and universities of Missouri, are shown on the next page.

## COLLEGE FRESHMAN ACTIVITY ELIGIBILITY REQUIREMENTS

For students considering participation in collegiate activities (i.e. dance team, basketball, etc...) it is imperative that they meet the academic requirements of the NCAA. The NCAA Initial Eligibility Center evaluates the transcript of every potential athlete who has registered with the Center. Registering with the NCAA Eligibility Center is a first step in becoming eligible for collegiate activities.

**Please note the following NCAA guidelines:**

- A) Geometry Concepts does not meet NCAA requirements
- B) 2 Year Algebra is recognized as 1 credit by the NCAA

It is the responsibility of the **student** to secure the information needed on NCAA eligibility from the following website: [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or the GCAA Activities Director/HS Counselor.

# MISSOURI COLLEGE ADMISSION REQUIREMENTS

The University of Missouri System (University of Missouri-Columbia, University of Missouri-St. Louis, Missouri University of Science and Technology, University of Missouri-Kansas City) has the following course requirements for admission:

- Four (4) units of English, one of which may be Speech or Debate. Two units emphasizing composition or writing skills required.
- Four (4) units of Mathematics in Algebra I and higher level courses. This requirement may be satisfied by completion of courses in middle school, junior high, or senior high.
- Three (3) units of Science.
- Three (3) units of Social Studies.
- One (1) unit of Fine Arts.
- Two (2) units of a single World Language.

The Missouri Coordinating Board for Higher Education requires students attending any Missouri State University to meet the following core course requirements for admission:

- English- Four (4) units, one of which may be Speech or Debate: two units emphasizing composition or writing skills are required.
- Mathematics – Three (3) units of Mathematics in Algebra I and higher level courses.
- Social Studies – Three (3) units.
- Science – Three (3) units.
- Visual Performing Arts – One (1) unit (Fine Arts courses in Visual Arts, Music, Dance, and Theatre.)
- Electives – Three (3) units, selected from World Language and/or combinations of the above courses. (Two units of World Language are strongly recommended.)

## REQUIREMENTS AND RECOMMENDATIONS, CONTINUED

Recommendations for course selection depend on the student’s ability, interests, and career plans. This chart merely suggests the variables that can exist. Use this as a guide only. **SINCE ADMISSION REQUIREMENTS PERIODICALLY CHANGE, PARENTS AND STUDENTS SHOULD CHECK INDIVIDUAL INSTITUTIONS AND SPECIFIC PROGRAMS WITHIN THOSE INSTITUTIONS FOR EXACT REQUIREMENTS.**

High School diploma (Minimum Requirements – State of Missouri)	Community College	Missouri CBHE-Recommended  High School Curriculum for regional  colleges and universities	University of Missouri System	Highly Selective
<p><b><u>Requirements:</u></b></p> <p>4 units Language Arts 3 units Social Studies 3 units Mathematics 3 units Science 1 unit Fine Art 1 unit Career and Technical Education (CTE) 1 unit Physical Education .5 unit Health Education .5 unit Personal Finance 7 units Electives</p>	<p><b><u>Requirements:</u></b></p> <p>High School diploma or GED</p> <p><b><u>Recommendations:</u></b></p> <p>Core coursework all four years in high school in preparation for college level work is preferred</p>	<p><b><u>Requirements:</u></b></p> <p>Missouri public high school students are required by the State Board of Education to complete units in Career and Technical Education (CTE) (1), physical education (1), health education (1/2), and personal finance (1/2)</p> <p>All students should complete at least 3 elective units total in World Language and/or other courses within high school core content areas. (Two units of a single World Language are strongly recommended)</p> <p><b><u>Recommendations:</u></b></p> <p>4 units English/Language Arts 3 units Social Studies 4 units Mathematics 3 units Science 1 unit Fine Arts 3 units Additional Coursework 7 units Electives</p>	<p><b><u>Requirements:</u></b></p> <p>4 units Language Arts 4 units Mathematics (Algebra I and higher) 3 units Social Studies 3 units Science 2 units World Language (same language) 1 unit Fine Art Adequate ACT/SAT score</p> <p><b><u>Recommendations:</u></b></p> <p>Core coursework all four years in high school in preparation for college level work</p>	<p><b><u>Requirements:</u></b></p> <p>Often the college will state that there are no prescription or minimum requirements. They want to talk in terms of averages with regard to test scores, academic standing and course preparation.</p> <p><b><u>Recommendations:</u></b></p> <p>4 units Language Arts 4 units Mathematics (Algebra I and higher) 4 units Science 4 units Social Studies 4 units World Language (same language)</p> <ul style="list-style-type: none"> <li>• Applicant needs to take the most challenging courses offered in the above areas as appropriate and demonstrate a high level of performance in these classes.</li> <li>• Exemplary ACT, SAT I and SAT II (Scores when requested)</li> <li>• Extracurricular record must clearly demonstrate an eagerness and confidence in taking initiative, making the most of opportunities and gaining recognition for accomplishments both inside and outside of the school setting.</li> <li>• Supplementary parts of the application must be solidly supportive of the total picture.</li> </ul>

# ADVANCED PLACEMENT, WEIGHTED GRADE, 1818 & HONORS COURSE PROGRAMS

## ADVANCED PLACEMENT

The Advanced Placement (AP) Program is a nationwide program of college level courses and exams for secondary school students. The program is designed for the highly talented and motivated student. Over 2,100 colleges receive the AP examination grades and use them as the basis for granting credit and/or placement to entering students whose scores meet their requirements. AP courses are taught on the college level. GCAA offers Advanced Placement Courses in the following areas:

- AP Government
- AP Psychology
- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Art Studio I
- AP Art Studio II
- AP US History
- AP World History
- AP Music Theory

In addition to the high school credit received for the course, AP students prepare to take the Advanced Placement Examination in May. Almost all colleges and universities in the United States recognize the scores received on AP exams and give credit accordingly. However, students must realize that all colleges do not follow the same procedures upon receipt of Advanced Placement Examination grades. Many colleges grant college credit and placement automatically for qualifying work on the examinations; some grant either placement or credit only. **BEFORE TAKING AN AP COURSE, THE STUDENT IS ADVISED TO CONTACT THE COLLEGE HE/SHE PLANS TO ATTEND CONCERNING THE STATUS OF AP COURSES AT THAT SCHOOL.** Additional information can be found on the College Board website – [www.collegeboard.com/student/testing/ap/about.html](http://www.collegeboard.com/student/testing/ap/about.html).

1. Recommendations for student participation:
  - a) Sophomore, junior, or senior standing depending upon the course description or prerequisites.
  - b) A 3.5 GPA or better in the subject area.
  - c) Recommendation from a teacher or department chair.
  - d) Recommendation from school counselor.
  - e) Parental consent.
2. Students who do not meet one or more of the above recommended criteria may be asked to sign a waiver that they and their parents understand that the student may not be prepared for the level of difficulty of the course(s).
3. Students enrolled in Advanced Placement courses are expected (but not required) to take the AP Exam in the appropriate subject area. There is a fee of approximately \$90.00 (subject to change) to take each exam.
4. Students who excel in a field of study for which an AP course is not offered are encouraged to prepare for and take the appropriate AP exam under the guidance of a faculty member. Contact the Counseling Office for more information.
5. Students may be required to complete summer work in preparation for this course. The purpose of summer work is to enhance a student's ability to start on the first day of class engaged in class discussions. Expectations for summer work will be communicated in the spring semester.

## SLU 1818 COURSES

The 1818 Advanced College Credit Program provides an opportunity for qualified high school juniors and seniors in the high school to begin experiencing the academic rigor of college course work while still in high school. In addition to receiving credit toward high school graduation for selected academic courses, students may opt additionally to dual enroll in courses approved for college credit through Saint Louis University. SLU 1818 courses are taught on the college level. GCAA offers SLU 1818 Courses in the following areas:

- 1818 Elementary Stats w/ Computers
- 1818 Calculus 1
- 1818 Advanced Composition
- 1818 Literature (2 semester courses)
- 1818 America's Music
- 1818 Theatre
- 1818 Public Speaking
- 1818 Writing Composition

### What it Takes to Be An 1818 ACC Student:

The 1818 ACC Program is designed for those exceptional high school juniors and seniors who have the ability, motivation, and maturity to begin their college educations before high school graduation. Below are the Admission Standards for students wishing to become a part of the 1818 ACC Program.

Every student admitted to the 1818 ACC Program must meet the following admission standards:

1. Be a student in Grade 11 or 12 (Junior or Senior)
2. Carry a cumulative GPA of 3.0 or above (on an unweighted 4.0 scale)
3. Have written endorsement from the principal or guidance counselor
4. Have teacher approval for each course

Under extraordinary circumstances, Standards 1 or 2 may be waived based on written petition to the 1818 ACC Program Director from the student's high school principal. See the Exemption Guidelines for more information.

Please note: All students enrolled in an 1818 ACC dual credit course, regardless of their choice to register for college credit or take it for high school credit only, should expect the course rigor and student expectations to compare to the rigor and expectations placed on university level undergraduate students enrolled in the same course on the Saint Louis University campus.

## UNIVERSITY OF MISSOURI-ST. LOUIS COLLEGE CREDIT PROGRAM

GCAA, in cooperation with the University of Missouri-St. Louis Campus, offers select courses which may be taken for high school and college credit upon payment of fees and completion of application. The credit received in the course will become a part of the student's permanent college record.

An information sheet with updated costs and registration procedures will be available from the teachers as each course begins. The teachers are the primary source of information related to the Advanced Credit Program, but general program questions may be directed to the University of Missouri-St. Louis, 314-516-7005.

The following course may be offered from the University of Missouri-St. Louis:

### **ALGEBRA III (College Algebra)**

## GRADING SCALE

All Advanced Placement, Dual Enrollment and SLU 1818 courses receive weighted grades according to the following scale:

- A – 5
- B – 4
- C – 3
- D – 1 (Students will not receive weighted grades below a “C”)
- F – 0

For further information regarding Advanced Placement, 1818 and Dual Enrollment courses, please contact your professional school counselor.

## HONORS COURSES

Honors courses are designed for students who are both proficient and capable in their reading and writing skills. The courses are designed to be rigorous and to help students be prepared for the rigor of Advanced Placement and SLU 1818 Courses. (Teacher Recommendation is required for registration)\*\*\***Students will need to sign a contract for admission to the Honors Course. Please see the Honors section teacher for more information.**

GCAA supports any student who wants to accept the challenges of advanced work. However, the opportunity to be in an honors course carries with it certain assumptions about the capabilities and maturity of students who will be participating. For this reason, the following contract must be signed by the student, his or her current English teacher and a parent/guardian. If there is any doubt that this student cannot perform the additional work or handle the independence required, then these parties should refrain from approving the attached contract.

The Honors Option is a challenging yet rewarding opportunity for 9th and 10th grade English students who are willing to put forth the extra effort. Students will still learn and reside within the regular class setting, providing opportunity to work among diverse groups. However, they will also be given additional readings, assignments and rigor, as well as opportunity to collaborate with their honors colleagues. This option will prepare students for Advanced Placement (AP) and/or Dual Credit courses that are available to 11th and 12th graders at GCAA.

Students are expected:

1. To be independent learners, willing to read, learn, ask questions, pursue outside reading and research, and integrate and discuss material from diverse sources.
2. To spend, on average, approximately two to five additional hours per week on Honors Option work.
3. To attend class, take tests, and turn in assignments on time.
4. To accept that enrollment in an honors course does not guarantee an A or B grade.
5. To accept gracefully assignments, suggestions, and coaching from the teacher.



# PLANNING FOR COLLEGE CREDIT

## Earning college credit as a high school student

### How can I earn college credit in high school?

- Advanced Placement (AP) – nationwide program of college level courses sponsored by the College Board; credit may be received by earning a satisfactory grade on a fee-based nationally standardized exam
- Advanced Credit (1818) – local program of approved courses taken at the high school and offered by Saint Louis University; credit can be earned by registering with the college, paying a registration fee, and earning a course grade of “C” or better
- Dual Enrollment – courses taken on a local university campus during the regular school day

### What is required to enroll in a college credit program?

Requirements vary among college credit programs. See below for more information.

- Advanced Placement (AP): [www.collegeboard.com](http://www.collegeboard.com)
- Advanced Credit: <http://www.slu.edu/1818-advanced-college-credit-program/about-us>
- Dual Enrollment: contact the local college or university of your choice

### When do I apply for college credit?

- Advanced Placement (AP) registration is completed in March of each year for each AP exam a student wishes to take that May
- Advanced Credit (1818) registration is completed at the beginning of each semester
- See your professional school counselor for dual enrollment options that may be available

### What is the difference in the coursework?

- For AP and SLU 1818, no additional coursework is assigned to receive college credit. Students should be aware that the coursework in these courses does parallel a college curriculum and therefore tends to be more rigorous than traditional high school courses.
- For Dual Enrollment, students are enrolled in an actual college course at a college or university. While there is no additional coursework assigned from the high school; the demands will be those of the college curriculum.

# A+ SCHOOLS PROGRAM

The A+ Schools program was established as part of the Missouri Outstanding Schools Act of 1993 in order to provide incentives for local high schools to raise academic expectations, reduce their dropout rate, establish relationships with the business community, and provide better career pathways to students. Students who graduate from an A+ designated high school may qualify for a state-paid financial incentive to attend any public community college or career/technical school in Missouri if they successfully meet the requirements. In addition, some four year institutions may offer financial incentives for students who meet A+ criteria.

GCAA voluntarily chooses to participate in the A+ Schools program as a commitment to provide all students with a rigorous education that prepares them for college, post/secondary career/technical training, and a high wage job. The Missouri State Board of Education designates A+ status based on program review.

GCAA high school students meeting the following requirements may be eligible for financial reimbursement (providing GCAA high school maintains A+ status and funds are available from the Missouri General Assembly):

- Have a signed A+ participant agreement on file at the high school.
- Attend an A+ designated high school for three consecutive years prior to graduation. (If one of your parents is a member of the military on active duty or has retired from the military and relocated to Missouri within one year of their retirement, you are exempt from this requirement. However, you must attend an A+ designated high school and meet all of the other high school eligibility requirements in the school year immediately preceding graduation.)
- Graduate with an unweighted, unrounded cumulative GPA of at least 2.5 on a 4.0 scale. (GPA will not be rounded).
- Maintain at least a 95% cumulative attendance record in grades 9-12. (Attendance rate will not be rounded).
- Perform 50 hours of unpaid mentoring and/or tutoring to other students in our school.
- Beginning with the high school senior class of 2015, have achieved a score of proficient or advanced on the Algebra 1 end of course exam.
- Maintain a record of good citizenship and avoid the use of alcohol and unlawful drugs.
- Make a documented good faith effort to apply for non-payback financial aid by completing FAFSA. (Free Application for Federal Student Aid).
- Register for Selective Service if applicable.

To maintain eligibility at the post-secondary level, students must:

- Attend a Missouri community college or postsecondary career/technical school on a full-time basis and maintain a GPA of 2.5 or higher.
- Make a good faith effort each year to first secure all available federal financial aid (FAFSA).

The legislation requires GCAA to establish guidelines and policies in order to administer the A+ Schools program in a fair and consistent manner. It is the responsibility of the students and parents to read, understand, and comply with the program requirements for eligibility. More information may be found on the GCAA web site. Please direct any questions concerning this program to the High School Counselor or College and Career Counselor.

# DESCRIPTION OF TESTS

Please contact the Counseling Department to obtain information regarding testing dates, sites and costs. The Counseling Department also offers a number of resources which can help students in preparing for the tests.

## PRELIMINARY SCHOLASTIC APTITUDE TEST/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT):

The PSAT/NMSQT measures verbal, writing, and mathematics reasoning skills important for academic success in college. It serves three purposes:

1. It gives the student practice for SAT I.
2. It is the first step in qualifying for scholarships sponsored by the National Merit Scholarship Corporation and other scholarship programs.
3. It gives the student the opportunity to participate in the Student Search Service.

This test is approximately two hours in length and is primarily taken in the junior year. Sometimes it is appropriate for the student to take this test during his/her sophomore year for practice. Students should consult their counselor for additional information.

<https://www.collegeboard.org/psat-nmsqt>

## SCHOLASTIC APTITUDE TEST (SAT)

The SAT is a test used to predict student's performance in college. Required by some schools as part of the application process, this test has three sections: Critical Reading, Math, and Writing. Questions in the Critical Reading section are divided into reading passages and sentence completion. Questions in the Mathematical section cover standard multiple-choice, quantitative comparisons, and grid-in answers. The Writing Test contains multiple choice items and an essay. The Counseling Department can provide the student with additional information.

<http://sat.collegeboard.org/register>

## SAT SUBJECT TESTS

The SAT Subject Tests are designed to find out how well the student has mastered specific subjects. Tests are offered in the areas of English, History, World Language, Mathematics, and Science. There are three purposes for taking these tests:

1. They allow the student to demonstrate mastery of specific subjects.
2. The tests help colleges in their admission decisions and help the student to determine his/her college preferences.
3. They help in the choice of and placement in entry-level courses.

These tests are required by some colleges for admission.

## AMERICAN COLLEGE TESTING (ACT)

The ACT test is offered to all juniors in the spring. This test is a battery of four sub-tests in English, Math, Reading, and Science Reasoning, each of which yields separate scores measuring developed abilities in those areas. The test is required by some colleges as part of the application process for admission. The ACT assessment offers an OPTIONAL Writing Test. Check with the college of your choice to determine if they require this assessment. The Counseling Department can provide the student with additional information.

<http://www.act.org/path/parent/motivate/jumpstart.html>

## CAREER INTEREST/ABILITY TEST

Students interested in taking career assessments should contact their school counseling office. The counselors have a number of excellent career and ability assessments that can give students valuable information on how their interests and abilities relate to potential careers. GCAA uses the Missouri Connections program for career testing and information. Each of these programs offer assessments as well as career and post-secondary exploration and information. The results of the assessments are immediate, and can be very helpful to students when choosing coursework. Another career and aptitude test that is available is the Armed Services Vocational Aptitude Battery (ASVAB). It is a highly regarded career and aptitude battery that can be utilized for the civilian as well as military world. The school counselors have information on each of these assessments, and are always available to assist in the interpretation of test results.

NOTE: In addition to the tests described above, some colleges require their own on-campus placement tests before college enrollment is completed. We suggest that each college-bound student explore the issue of college related testing with the Counseling Department.

<http://www.act.org/products.html>

# High School Course Descriptions for GCAA

## ENGLISH LANGUAGE ARTS

**English I** (9) 1 Unit, all year

Course Number (s): 1HS1011 (1<sup>st</sup> Semester) or 2HS1011 (2<sup>nd</sup> Semester)

This course is designed to lay the foundation for successful high school writing. This course consists of instruction in composition, reading fiction and nonfiction, grammar, speaking/listening, research and vocabulary development. Explicit instruction in both comprehension strategies for fiction and nonfiction and literary analysis and evaluation will be included. Students will use the writing process to produce research, narrative, persuasive, and expository essays.

**Honors English I** (9) 1 Unit, all year

Course Number (s): 1HS1011H (1st Semester) or 2HS1011H (2nd Semester)

NOTE to student: students will need to have the signed contract and teacher approval before registration

A student may elect to pursue an “Honors Option” in this course. A contract must be signed by the student and parent and turned into the current English teacher for approval prior to course registration. Honors students will be a part of the English I classroom and will be required to complete advanced work. Advanced work is considered completing assignments with greater depth and detail as well as reading different texts that offer greater challenges. Honors students are expected to actively participate in class activities and discussions. Students who pursue an Honors Option will have this designation in their transcript.

**English II** (10) 1 Unit, all year

Course Number (s): 1HS1021 (1st Semester) or 2HS1021 (2nd Semester)

Prerequisite: Successful Completion of English I

This course consists of instruction in world literature, writing, word study, research, and speaking/listening. Many of the themes are aligned with the 10th grade Social Studies course. Literature will include selections of fiction, nonfiction, poetry, and drama. The emphasis will be on the analysis and evaluation of text. Strategies for improving comprehension of fiction and nonfiction texts will be stressed. Key writing concepts include study of stylistic devices, multiple modes of discourse, and evaluation of argumentation. Students will produce analytical,

descriptive and persuasive essays as well as writings based on research. Students will evaluate various types of media. Students will continue to strengthen their vocabulary through the study of Greek and Latin roots. This course will contain formal and informal speaking and listening opportunities.

**Honors English II**

(10)

1 Unit, all year

Course Number (s): 1HS1021H

Prerequisite: Successful Completion of English I, recommendation of English II teacher

NOTE to student: students will need to have the signed contract and teacher approval before registration

A student may elect to pursue an "Honors Option" in this course. A contract must be signed by the student and parent and turned into the current English teacher for approval prior to course registration. Honors students will be a part of the English II classroom and will be required to complete advanced work. Advanced work is considered completing assignments with greater depth and detail as well as reading different texts that offer greater challenges. Honors students are expected to actively participate in class activities and discussions. Students who pursue an Honors Option will have this designation in their transcript.

**English III**

(11)

1 Unit, all year

Course Number (s): 1HS1031 (1st Semester) or 2HS1031 (2nd Semester)

Prerequisite: Successful completion of English II

This course is aligned to follow the chronology and themes as they emerge in 11th grade Social Studies US History. First semester themes will offer insight into government and systems of ruling; second semester offers an investigation of writings that deal with economics and its effects on individual's quest for happiness. Texts will include a variety of genres --novels, short stories, informational texts will be studied. Students will exhibit their writing skills in a variety of formats after analyzing and drawing inferences from works of fiction and non-fiction.

**American Writers and The Natural World/ 1818 Literature**

(11,12)

1/2 unit

\*Weighted Grade; College Credit

Course Number (s): 1HS1051 (1<sup>st</sup> Semester) or 2HS1051 (2nd Semester)

Prerequisite: cumulative GPA of 3.0 or higher; recommendation of 10th grade English teacher. Students who completed Advanced 11th Grade English in 2014-2015 are not eligible to pursue this course.

This course introduces literary study within the context and theme of Nature. Through the reading of a wide variety of genres - including memoirs, poetry, and fiction - the course looks at the way Americans of different eras look at the natural world. Methods include close reading and textual analysis. Semester will culminate in a research paper. Students will be required to purchase their own books for the course. This class will be in conjunction with the standards set by St. Louis University through the 1818 Program. Upon successful completion, each student has the potential to earn 3 college credit hours from SLU.

**Conflict, Social Justice, and Literature / 1818 Literature** (11,12) 1/2 unit

\*Weighted Grade; College Credit

Course Number (s): 1HS1061 (1<sup>st</sup> Semester) or 2HS1061 (2nd Semester)

Prerequisite: cumulative GPA of 3.0 or higher; recommendation of 10th grade English teacher. Students who completed Advanced 11th Grade English in 2014-2015 are not eligible to pursue this course.

We will study American literature that presents the lives of characters who face conflicts among wealth, status, freedom and love. Methods include close reading and textual analysis. Reading assignments will be given at an accelerated pace. This class will be in conjunction with the standards set by St. Louis University through the 1818 Program. Upon successful completion, each student has the potential to earn 3 college credit hours from SLU.

**The Graphic Novel** (10,11,12) 1/2 unit

Course Number(s): 1HS1211 (1<sup>st</sup> Semester) or 2HS1211 (2nd Semester)

Prerequisite: 10th and 11th graders must be currently taking the required English class. No prerequisite for 12th graders.

Students in this course will explore the comics medium as a mode of communicating story using the various texts as a way to acquire, practice, and master traditional and new literacies, including visual and critical media literacy. Through genre study, students will consider graphic novels as literature, analyze formal structure as it relates to content, trace the development of theme and research the history and growth of the popular culture phenomenon called comics. Students will look closely at the special effects created in sequential art narrative and further appreciate the medium by constructing a variety of graphic narratives both independently and collaboratively.

**Topics in African American Literature** (10,11,12) 1/2 unit

Course Number(s): 1HS1231 (1<sup>st</sup> Semester) or 2HS1231 (2nd Semester)

Prerequisite: 10th and 11th graders must be currently taking the required English class. No prerequisite for 12th graders

This course examines some of the major themes in African American literature: through a variety of genres, students experience the rich tradition, unique style, and distinctive voices that are a vital part of American literary expression. Students will respond thoughtfully through discussion as well as in writing. Novels, folktales, speeches, short stories, poetry and personal narratives may be explored. Literature in this course will entail a careful study of each text, its literary merit and form. Along with considering the content of each work, students will examine the cultural, historical, and political contexts of the literature, as well as how issues of race, class and gender affect the production and meaning of these works.

**Creative Writing**

(10,11,12)

1/2 unit

Course Number (s): 1HS1071 (1<sup>st</sup> Semester) or 2HS1071 (2nd Semester)

Prerequisite: 10th and 11th graders must be currently taking the required English class. No prerequisite for 12th graders

This course is a writing workshop. Students will write in every class, and they will explore different writing techniques and styles. Writing skills will be developed through pre-writing, editing, re-writing, and critiquing. Students will also examine various styles of writing by reading well-known and not so well-known writers of poetry, songs, newspaper columns, short stories, novels, plays, monologues, dialogues, haiku, reviews, montages, stream-of-consciousness selections. Goals will be met through a variety of reading, writing, and speaking activities. Additionally, students must be willing to share their work; that is, they must be willing to read aloud and share their ideas with the group. Students will be asked to critique their own work and the work of others in a positive and gentle manner. Students will research critically and/or commercially successful authors to find out their secrets to success.

**Writing Workshop**

(10,11,12)

1/2 unit

Course Number(s): 1HS1251 (1<sup>st</sup> Semester) or 2HS1251 (2nd Semester)

Prerequisite: 10th and 11th graders must be currently taking the required English class. No prerequisite for 12th graders

This is the course for students who want to advance their writing but have not signed up for the 1818 course. Writing in different formats – personal narratives, opinion pieces, descriptive essays and a literary analysis essay will be assigned. Students will be asked to critique their own work and the work of others. Required reading includes a novel and an informational text, in addition to several smaller reading selections. There will be 4 major writing assignments and an emphasis will be placed on drafting, editing and revising. This is a great way to prepare for college-level writing, because no matter what your major will be, you will still be writing, writing, writing!



**Writing Composition 1818**

(11,12)

1/2 unit

\*Weighted Grade; College Credit

Course Number(s): 1HS1241 (1<sup>st</sup> Semester) or 2HS1241 (2nd Semester)

Prerequisite: GPA of 3.0 or higher in Junior year English course.

This course is designed for students to familiarize students with the writing process with the types of writing they will encounter in college. This course places emphasis on the student studying and writing argumentatively in analysis and persuasion. Developing critical reading skills is an essential component of the course, both modeling and leading the student through the writing process. Required reading includes a novel and an informational text, in addition to several smaller reading selections. Because the choice of words is crucial to one's success as a writer, vocabulary will be emphasized as well. There will be at least 4 major writing assignments, including a personal narrative, extended definition, persuasive essay and literary analysis. Students will be required to purchase their own books for the course. This class will be in conjunction with the standards set by St. Louis University through the 1818 Program. Upon successful completion, each student has the potential to earn 3 college credit hours from SLU.

**Public Speaking 1818**

(10,11,12)

1/2 unit

\*Weighted Grade; College Credit

Course Number(s): 1HS1111 (1<sup>st</sup> Semester) or 2HS1111 (2<sup>nd</sup> Semester)

Prerequisite: GPA of 3.0 or higher in Junior year English course. 10th and 11th graders must be currently taking the required English class and have a GPA of 3.0 or higher in previous English course.

Students are introduced to principles of effective public speaking and provided with opportunities to develop public speaking skills. In addition, standards of evaluation for public communication are established for the use in evaluating their own and other's public speaking performances. Students will be required to purchase their own textbooks for the course. This class will be in conjunction with the standards set by St. Louis University through the 1818 Program. Upon successful completion, each student has the potential to earn 3 college credit hours from SLU.

**Media Literacy**

(10,11,12)

1/2 unit

Course Number(s): 1HS1091 (1<sup>st</sup> Semester) or 2HS1091 (2<sup>nd</sup> Semester)

Prerequisite: 10th and 11th graders must be currently taking the required English class. No prerequisite for 12th graders.

Television, music, social media, movies, video games, the Internet, news, advertising. Every day we are bombarded with various messages from different forms of media. Media literacy is designed to help students develop an informed and critical understanding of the nature of an ever expanding and increasingly dominating mass media—as information sources, as entertainment, and as an industry—as well as to examine, interpret, and evaluate the messages contained within, and their social, cultural and political implications. This course exposes the student to the base complexities of media literacy, develop critical thinking skills, the provides the methods of analysis necessary to interpret media content as well as methods of critical writing appropriate to media analysis.

**Foundations of Journalism**

(9,10,11,12)

1/2 unit

Course Number(s): 1HS1081 (1<sup>st</sup> Semester) or 2HS1081 (2nd Semester)

Prerequisite: A, B, or C in previous semester's English class

This course introduces students to journalism concepts. Students will learn the history of American journalism and analyze the media and its role in society. They will also learn the basic principles of journalism law and ethics, applying those concepts throughout their publishing career. Students will learn how to gather information using a variety of primary sources. Upon successful completion of Foundations of Journalism, students are eligible to continue to Journalistic Writing for Print & the Web.

**Journalistic Writing for Print & the Web**

(9,10,11,12)

1/2 unit

Course Number(s): 1HS1022 (1st Semester) or 2HS1022 (2nd Semester)

Prerequisite: A, B, or C in Foundations of Journalism, instructor approval

This course is designed to prepare students with the specialized writing skills required for a student media staff and is a prerequisite for Student Media Publication. Building on the skills gained in Foundations of Journalism, this class focuses on the content and coverage of publications writing and reporting news, features, opinions, headlines and captions (cutlines) in Associated Press style. They will also practice copy editing. Story assignments written in Journalistic Writing are eligible for publication in the Expression yearbook or GCAAtoday.com. Upon successful completion of this course, students are eligible to join Student Media Publication, provided they meet the prerequisites of that course.

**Student Media Publication**

(9,10,11,12)

1 Unit, all year

Course Number(s): 1HS1032 (1st Semester) or 2HS1032 (2nd Semester)

Note: **This is a Practical Arts credit\***

Prerequisite: A or B in Journalistic Writing or previous semester of Student Media Publication, instructor approval

Students in this course are responsible for the day-to-day operation and production of the Expression yearbook and GCAAtoday.com, the student news website. Students will gain practical experience in writing, editing, ad sales, photography, and desktop publishing. Students enrolled in the class will make content, coverage, and design decisions following accepted journalistic practices taught in Journalistic Writing for Print and the Web. This course will require out-of-class work time including, but not limited to taking photos, doing interviews and work nights as deadlines demand. This class may be taken more than once. This is a full-year course.

**Editorial Leadership** (10,11,12) 1 Unit, all year

Course Number(s): 1HS1033 (1st Semester) or 2HS1033 (2nd Semester)

Note: **This is a Practical Arts credit\***

Prerequisite: A or B in previous semester of Student Media Publication or Editorial Leadership, instructor approval via application process in fourth quarter of the previous school year.

This is an honors-level tier of the production course for students who have been selected as editors. They have the same responsibilities as those in Student Media Publication, but with additional expectations and responsibilities added. This course will require extensive out-of-class work time including, but not limited to weekly Editorial Board meetings and work nights as deadlines demand. This class may be taken more than once.

**Forensic Speaking and Debate I** (9,10,11,12) 1 Unit, all year

Course Number(s): 1HS1041 (1<sup>st</sup> Semester) or 2HS1041 (2<sup>nd</sup> Semester)

Forensic Speaking and Debate I is a class which involves the presentation of competitive dramatic, humorous, and public speaking events. Students will write original pieces as well as exploring different genres of literature to adapt for interpretation events. The class will also explore the techniques of persuasion as they apply to formal Policy, Public Forum, and Lincoln-Douglas debate. Following this overview, students will prepare and present (an) event(s) for tournament competition. Participation in competitive debate and speech tournaments is required. Students will be expected to pay any registration fees associated with participation in tournaments.

**Forensic Speaking and Debate II** (10,11,12) 1 Unit, all year

Course Number(s): 1HS1042 (1<sup>st</sup> Semester) or 2HS1042 (2<sup>nd</sup> Semester)

Prerequisite: Forensic Speaking & Debate I

Forensic Speaking and Debate II is a class which involves the presentation of competitive oral interpretation, debates, and speaking events. This class provides advanced students with an opportunity to expand, develop, and refine their competitive techniques for speech tournaments. This course requires tournament participation and is repeatable for credit. Students will be expected to pay any registration fees associated with participation in tournaments. This is a full-year class. This class is open to sophomores through seniors who have successfully completed Forensic Speaking and Debate I.

**ACT Prep.** (11,12) no credit

Course Number(s): 1HS9011 (1<sup>st</sup> Semester) or 2HS9011 (2<sup>nd</sup> Semester)

Requirement: Commitment to meet for Tues and Thurs during Learning Lab for 1 semester. This is a non-credit program open to students who plan to enroll in college following graduation from high school. This course will meet during Learning Lab, two days a week. We will cover the ACT test's sections of English Language, Written Composition, Math and Science. Several practice tests will be given so that students will become familiar with the types of questions that are asked and the time allotted to complete each section. Through academic goal-setting, time management and practice, practice, practice, students will assess their own scores and identify their areas that are in need of further help. Students who have excessive absences may be asked to withdraw and re-enroll in another semester.

## **MATH**

**Algebra I** (9) 1 Unit, all year

Course Number(s): 1HS2011 (1st Semester) or 2HS2011 (2nd Semester)

Prerequisite: Placement by previous math teacher or Department approval

Students enrolled in Algebra I will study the real number system and its properties, equations (linear and quadratic), inequalities, graphing, operations with polynomials, algebraic fractions and irrational numbers. Students will also apply this knowledge and skill to solve word problems. Required to take state mandated End of Course Exam (EOC)

**Algebra IA** (9) 1/2 unit, all year

Course Number(s): 1HS2021 (1st Semester) or 2HS2021 (2nd Semester)

Prerequisite: Pre-Algebra or equivalent per Department Approval

Algebra 1a is the first year of a two-year Algebra 1 sequence. Students will study all the concepts and topics described in the Algebra 1 description but will take the course over two years instead of one.

**Algebra IB** (10) 1/2 unit, all year

Course Number(s): 1HS2022 (1st Semester) or 2HS2022 (2nd Semester)

Prerequisite: Full credit earned in Algebra IA

Students enrolled in Algebra IB will continue to study the real number system and its properties, equations (linear and quadratic), inequalities, graphing, operations with polynomials, algebraic fractions and irrational numbers. Students will also apply this knowledge and skill to solve word problems. Required to take state mandated End of Course Exam (EOC)

**Algebra II Concepts** (11) 1 Unit, all year

Course Number(s): 1HS2111-2 (1st Semester) or 2HS2111-2 (2nd Semester)

Prerequisite: Full credit earned in Geometry Concepts or Geometry

Students in this course will extend their study of Algebra. A more extensive review of Algebra I concepts will be explored. In addition, students will examine relations and functions, systems of equations and inequalities, powers, roots, complex numbers, exponential/logarithmic functions and matrices at a more informal pace.

**Algebra II** (11) 1 Unit, all year

Course Number(s): 1HS2111 (1st Semester) or 2HS2111 (2nd Semester)

Prerequisite: Full credit earned in Geometry or Advanced Geometry

Algebra II will review and expand algebraic skills. Topics studied in this course include expressions, equations and inequalities, functions, equations and graphs, linear systems, quadratic functions and equations, polynomials and polynomial functions, radical functions and rational exponents, exponential and logarithmic functions, direct and inverse variation, reciprocal function families, introduction to sequences and series, matrices, law of sines and cosines, and right triangle trigonometry. A Graphing Calculator is required.

**Geometry Concepts** (10,11) 1 Unit, all year

Course Number(s): 1HS2211-2 (1st Semester) or 2HS2211-2 (2nd Semester)

Prerequisite: full credit earned in Algebra I or Algebra IB, placement by previous math teacher or Department approval

Geometry Concepts provides a direct approach to the fundamentals of plane geometry. It is designed to develop basic geometry skills and vocabulary. Emphasis is spent on the following topics: Concepts of congruence, similarity, parallelism, perpendicularity, and proportions, angle relationships in polygons and circles, and finding lengths of segments. This course does not include formal geometric proofs.

**Geometry** (10) 1 Unit, all year

Course Number(s): 1HS2211 (1st Semester) or 2HS2211 (2nd Semester)

Prerequisite: Full credit earned in Algebra I, teacher approval

Students will use inductive and deductive reasoning to develop an axiomatic system which describes the properties of two and three dimensional objects. A solid, working knowledge of Algebra I skills is necessary.

**Advanced Geometry** (10) 1 Unit, all year

Course Number(s): 1HS2211A (1st Semester) or 2HS2211A (2nd Semester)

Prerequisite: Teacher approval. Full credit earned in Algebra I

Students in Advanced Geometry will proceed at an accelerated pace. Students will use inductive and deductive reasoning to develop an axiomatic system which describes the properties of two and three dimensional objects. Students will be expected to perform a significant number of proofs of geometric theorems. Students will also engage in the study of elementary analytic geometry by combining their knowledge of and skill in both algebra and geometry.

**Algebra III (College Algebra)** (10, 11, 12) ½ unit

\*Weighted Grade; College Credit

Course Number(s): 1HS2511 (1st Semester) or 2HS2511 (2<sup>nd</sup> Semester)

Prerequisite: Successful completion of Algebra II or Advanced Algebra II.

NOTE: This course may be eligible for college credit, consult your teacher for details.

This Algebra course is designed for the student who will continue on to Pre-Calculus or is college-bound. This course may be eligible for college credit, consult your teacher for details. This course will include new topics and applications of some topics addressed in Algebra II. Topics in this course will include sequences and series, conic sections, linear and non-linear systems, logarithms, and functions. Calculators will be used when appropriate.

**Precalculus**

(11)

1 Unit, all year

Course Number(s): 1HS2311 (1st Semester) or 2HS2311 (2nd Semester)

Prerequisite: Full credit earned in Algebra II with a grade of "C" or higher and teacher approval

Students will extensively study the following topics: trigonometry, analytical geometry, introductory derivatives, integrals, vectors, determinants, sequences and series, polynomial, rational, exponential, and logarithmic functions and their graphs. A Graphing Calculator is required.

**1818 Elementary Statistics w/Computers**

(12)

1 Unit, all year

\*Weighted Grade; College Credit

Course Number(s): 1HS2611 (1<sup>st</sup> Semester) or 2HS2611 (2<sup>nd</sup> Semester)

Prerequisite: Algebra 2

This course is designed to provide a in-depth introduction in to Statistics. The course will cover topics such as: data production and analysis, probability basics, distributions, sampling, estimation with confidence intervals, hypothesis testing, t-test, correlation and regression, crosstabulations and chi-square. Students will learn and create statistical graphs to provide visual representation of the data, as well as understand how the illustrations can be misused. Students will learn to use Microsoft Excel to run and analyze statistical data. Students will use the spreadsheet software to run regression analysis and complete a formal research paper on their findings. The midterm and final exams will be cumulative for the entirety of the course. This full year class will be in conjunction with the standards set by St. Louis University through the 1818 Program. Upon successful completion, each student has the potential to earn 3 college credit hours from SLU.

**1818 Calculus 1:**

(12)

1 Unit, all year

\*Weighted Grade; College Credit

Course Number(s): 1HS2411 (1<sup>st</sup> Semester) 2HS2411 (2<sup>nd</sup> Semester)

Prerequisite: A grade of "C" or better in PreCalculus

This course will guide the students through Single Variable Calculus. The course will cover the following content: elementary functions, limits, continuity, differentiation of algebraic and trig functions, antiderivatives, integration, and applications of derivatives and integrals. This full year class will be in conjunction with the standards set by St. Louis University through the 1818 Program. Upon successful completion, each student has the potential to earn 4 college credit hours from SLU.

## SCIENCE

### Physics I

(9)

1 Unit, all year

Course Number(s): 1HS2011 (1st Semester) or 2HS2011 (2nd Semester)

This course fulfills the first required year of science credit and completes the recommended core curriculum in Physics. This is an introductory course to physics for students that have not already passed algebra 1 with a C or above. The course is designed to minimize the mathematics and intended to build the science skills and reinforce math skills being learned while the student is taking algebra. The content will focus on concepts in motion, forces, energy, electricity, and astronomy. Students will learn to build scientific models to describe the physical world by analyzing the results of lab experiments. The skills of experimental design, graphical analysis, and reading a scientific text will be emphasized, allowing students to express and understand models verbally, diagrammatically, graphically, and with basic algebraic expression.

### Advanced Physics I

(9)

1 Unit, all year

Course Number(s): 1HS3011A (1st Semester) or 2HS3011A (2nd Semester)

Prerequisite: Grade of "B" or higher in previous Science course and teacher approval

This is a challenging Physics I course designed for students who desire an accelerated, comprehensive program. The level of difficulty is hard. It covers the same material as Physics I but with an accelerated pace, a deeper dive into the material and expects students to maintain a "C" or higher grade to remain in the course.

### Chemistry

(10)

1 Unit, all year

Course Number(s): 1HS3111 (1st Semester) or 2HS3111 (2nd Semester)

Prerequisite: Credit earned in Physics I or Advanced Physics I

This course fulfills the second required year of science credit and completes the recommended core curriculum in Chemistry. This course introduces important concepts of chemistry while applying these concepts to the students' everyday lives and experiences. Topics addressed include basic problem solving, scientific measurement, atomic structure, the periodic table, chemical formula writing, chemical reactions, states of matter, chemical bonding, thermochemistry, acids and bases, and nuclear chemistry. Activities will include reading, writing, discussion, laboratory activities, laboratory reports and student projects. Students will frequently work together in teams. Basic algebra skills are required.



**Advanced Chemistry**

(10)

1 Unit, all year

Course Number(s): 1HS3111A (1st Semester) or 2HS3111A (2nd Semester)

Prerequisite: Credit earned in Physics I, teacher approval.

The models and theories of chemistry are developed in this course. Considerable emphasis is placed on the student's ability to interpret data, solve problems, and use higher-order thinking skills. The core topics include models for atoms, chemical reactions, kinetic molecular theory, thermochemistry, chemical bonding, rates of reactions, equilibrium, acids and bases, and electrochemistry. The course will include reading, lecture/discussion, laboratory activities and problem solving. This course is designed for students who have demonstrated success in mathematics and science courses. Laboratory reports will be required and homework assignments are given daily. Each student needs a calculator. A college level text is used.

**Foundations of Matter and Change**

(10)

1 Unit, all year

Course Number(s): 1HS3411 (1<sup>st</sup> Semester) or 2HS3411 (2<sup>nd</sup> Semester)

Prerequisite: Credit earned in Physics I, teacher approval

This semester course will include a study of physical and chemical changes, classification of matter, phase changes, atomic structure, the periodic table, laws of conservation of matter as well as the history of chemistry. Safety in the laboratory, the experimental process, graphing and metric measurement will be an integral part of this laboratory intensive course. Group interaction, discussion, and cooperation during laboratory practice and mathematical problem-solving sessions will be commonplace. Open-ended laboratory experiences, requiring student collaboration and multiple-step problem solving execution, will be frequent. Laboratory safety, experimental design, problem solving skills, and graphical analysis will be utilized in the study of a variety of relationships in the chemical world. The study of matter and how matter can change is the primary focus of this course, with additional topics possibly including phase changes and gases, the history of the atom, and how atoms bond.

**Biology**

(11)

1 Unit, all year

Course Number(s): 1HS3211 (1st Semester) or 2HS3211 (2nd Semester)

Prerequisite: Full credit earned in Physics I, Advanced Physics I, Chemistry or Advanced Chemistry

Biology I deals with living things. An emphasis is placed on the cellular level. Discussions about social issues such as genetic engineering and the impact of man on his/her environment will be conducted. Regular homework and long term assignments are expected. This course includes a state required END OF COURSE EXAM (EOC).

**Advanced Biology**

(11)

1 Unit, all year

Course Number(s): 1HS3211A (1st Semester) or 2HS3211A (2nd Semester)

Prerequisite: Full credit earned in Physics I, Advanced Physics I, Chemistry or Advanced Chemistry and a grade of "B" or higher in previous Science class and teacher/department approval

This is a challenging course designed for students who anticipate a science-based career, desire an accelerated, comprehensive program and intend to take advanced courses in science. Instruction will emphasize laboratory investigation. This course is included in the state required END OF COURSE EXAM (EOC).

**Makerspace: STEAM Innovation Lab**

(10,11)

1 Unit, all year

Course Number(s): 1HS9718 (1st Semester) or 2HS9718 (2nd Semester)

In this elective, students will learn how design thinking can be used with a variety of "maker tools" to develop innovative products. Modules will include low-tech prototyping, circuitry, 3D printing, and app development. Students will also build entrepreneurship skills as they design products and accompanying business plans to market and sell their inventions.

**Astronomy**

(11,12)

1/2 unit

Course Number(s): 1HS3611 (1<sup>st</sup> Semester) or 2HS3611 (2<sup>nd</sup> Semester)

Prerequisite: Freshman Physics and Chemistry, or departmental approval.

This course will capitalize on the students' inherent interest in the limitless universe that surrounds them. Study of the physical nature of objects in the universe and methods used by astronomers to understand them will be emphasized. Topics are selected from basic laws of nature, the Solar System, stars, nebulae, galaxies, and cosmology. Observations will be made both by the individual student (motion of Earth, Sun, and phases of moon) and at night group outings with a telescope. This course meets one period per day with additional laboratory/field experiences planned outside of the regular school schedule.

**Forensics Science**

(12)

1/2 unit

Course Number(s): 1HS3811 (1<sup>st</sup> Semester) or 2HS3811 (2<sup>nd</sup> Semester)

Forensic science is the application of science to legal situations. Students will formulate and critically examine problems, and investigate probable solutions. They will collect and scientifically evaluate data, draw conclusions based on evidence, apply data to authentic situations, and communicate the results of the work. The topics used to teach these skills

include: crime scene investigations, evidence collection, DNA, physics properties of glass, soil and sand, paper and ink analysis, handwriting analysis, forensic anthropology, odontology, prints including those from fingers, lips, shoes, and tires, and trace evidence including hair, fibers, and body fluids including blood typing, genetics, and splatter patterns. This course gives students the opportunity to apply the concepts and skills learned in physics, chemistry, and biology to the real-life problems of crime scene investigation.

**Animal Behavior**

(12)

1/2 unit

Course Number(s): 1HS3511 (1<sup>st</sup> Semester) or 2HS3511 (2<sup>nd</sup> Semester)

This course will introduce you to the field of animal behavior. We will examine basic principles derived from evolution, ecology, ethology and development and use these principles to explain how and why animals behave as they do in particular situations. We will focus on many important biological activities such as foraging, communication, migration, predator-prey interactions, mating, and parental care. Because the field of animal behavior is so broad, this course will provide only a representative sampling of topics on a restricted number of species (mostly mammals, birds and social insects).

**Intro to Genetics: Semester Course**

(12)

1/2 unit

Course Number(s): 1HS3911 (1<sup>st</sup> Semester) or 2HS3911 (2<sup>nd</sup> Semester)

Prerequisite: C or above in biology or department approval.

Students who take Intro to Genetics will learn to integrate the most important concepts in classical and molecular genetics into an overall picture of what a gene is, how it functions, how it may be altered and how it is inherited. They will study the molecular basis of gene function and mutation, Mendelian genetics, genetic diseases and probability, regulation of cellular processes, population genetics and multifactorial inheritance. Additionally, they will find out about recent advances in biotechnology that have genetic implications, including the Human Genome Project and advances in genetic engineering technology.

**Bio-Ethics and Current Science**

(12)

1/2 unit

Course Number(s): 1HS3711 (1<sup>st</sup> Semester) or 2HS3711 (2<sup>nd</sup> Semester)

Discussion and paper based course which will talk about cutting edge science and technology. We will discuss the basics of ethics and then applying that to science content that is currently under debate such as stem cell research, Genetically modified organisms, cloning and Gen-Moding people, climate change, nano-technology, and others. Project and debate based class.

**Innovative Engineering I**

(9, 10,11, 12)

1 Unit, all year

Course Number(s): 1HS6011 (1<sup>st</sup> Semester) or 2HS6011 (2<sup>nd</sup> Semester)

\*Will be run simultaneously with Innovative Engineering II in the same classroom

Prerequisite: B in previous science course and instructor approval

This course was designed to mirror world science projects, in which scientists are given a problem to solve and are required to use their past experience, lab work, and research while collaborating and competing with other scientists to provide the best solution possible. The class therefore is based through authentic learning and assessment. Research, lab design, notebooks, and paper writing are central to the course.

The course focuses on iterations and design thinking supplemented with research of science content relevant to the challenge. The course focuses heavily on engineering design principals and physics content. The format of the course requires students to learn time management, develop effective research techniques, use design thinking, and get a feel for what a career in STEM might be like. The realistic setting broadens students understanding of what learning is and that utilizing experiential learning mixed with research and collaborative learning can be very powerful.

**Innovative Engineering II**

(10,11, 12)

1 Unit, all year

Course Number(s): 1HS6012 (1<sup>st</sup> Semester) or 2HS6012 (2<sup>nd</sup> Semester)

\*Will be run simultaneously with Innovative Engineering I in the same classroom

Pre-requisite: C or better in Innovation Engineering I and instructor approval

The students will continue to solve challenges by using lab design, research, and collaboration. This class is designed to cultivate independent, curious, and motivated thinkers with a strong focus on STEM, research, time management, writing, collaboration, and lab design and college readiness. This class encourages creativity, initiative, research skills, critical thinking, goal setting, design thinking, exposure to real world science and STEM careers.

**Innovative Engineering III**

(11, 12)

1 Unit, all year

Course Number(s): 1HS6013 (1<sup>st</sup> Semester) or 2HS6013 (2<sup>nd</sup> Semester)

\*Will be run as an independent study

Pre-requisite: B or better in innovation II and instructor approval

Innovation Engineering III is designed as a capstone course to the program. Students are expected to design and execute a year-long project. Inside the project will be built in benchmarks and deadlines to facilitate grading. All projects are expected to be at the college level, to assure that each student will be expected to find a university professor to correspond with throughout their process. Projects may be but are not limited to extensive lab/field experiments, a research project culminating in a textbook, an engineering project either civil or mechanical, a feat of computer engineering or programming.

Students will be expected to start projects over the summer by correspondence with instructor. Projects will be submitted to appropriate outside sources (science fair, publications, etc.) for validation of quality. This course is designed to prepare students for collegiate level work at the most elite of universities, able to manage their time for long term projects, reflect on their productivity and assure it is consistently high, to create strong contacts in the academic world, and to create a powerful piece for their college portfolios.

**AP Chemistry**

(12)

1 Unit, all year

\*Weighted Grade

Course Number(s): 1HS3111AP (1<sup>st</sup> Semester) or 2HS3111AP (2<sup>nd</sup> Semester)

Prerequisite: Honors Chemistry or departmental approval.

This course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. The course is designed to provide students with sufficient depth and breadth of understanding of chemical fundamentals, competence in dealing with chemical calculations, and experience in the nature and variety of laboratory experiments equivalent to that of a typical college course. Topics such as the atomic and molecular structure of matter, kinetic theory of gases, chemical equilibrium, chemical kinetics, electrochemistry, and basic principles of thermodynamics are emphasized. A substantial portion of class time is spent on understanding and applying these concepts through chemical problem solving. Students develop the ability to think clearly and to express their ideas in writing with clarity and logic. In addition, the behavior of chemical systems is investigated in the laboratory. A laboratory notebook is kept, and students submit a report of each experiment. Each student is expected to take the AP Chemistry exam.

**AP Biology**

(12)

1 Unit, all year

\*Weighted Grade

Course Number(s): 1HS3211AP (1<sup>st</sup> Semester) or 2HS3211AP (2<sup>nd</sup> Semester)

Prerequisite: Chemistry, Honors Biology or departmental approval.

Advanced Placement Biology is an in-depth study of living systems. All levels of biology, from the molecular to the biosphere, will be presented to ensure that the students have developed an appreciation of the relationships among these levels. Investigations that include careful observation, question posing, hypothesis formulation, and hypothesis testing under controlled conditions will ensure that the students use the scientific process. The pupils will develop higher cognitive skills by analyzing and synthesizing experimental data and discussing contemporary biological issues. Biological concepts and principles will be taught at a university level. Emphasis will be placed on biochemistry, physiology, evolution, ecology, genetics, and cytology. The students will be prepared for and expected to take the AP Biology examination. A few exceptional science students will be recommended to take AP Biology as a junior without first taking Biology.

**AP Environmental Science**

(12)

1 Unit, all year

\*Weighted Grade

Course Number(s): 1HS3311AP (1<sup>st</sup> Semester) or 2HS3311AP (2<sup>nd</sup> Semester)

Prerequisite: Chemistry, Honors Biology or departmental approval.

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will work to identify and analyze natural and human made environmental problems, assess risks associated with these problems and examine possible solutions. Themes of the course will include processes of science, the systematic nature of the earth, energy flow, and human impact on natural systems.

**SOCIAL STUDIES****Evolution of Human Ideas**

(9)

1 Unit, all year

Course Number(s): 1HS4711 (1<sup>st</sup> Semester) or 2HS4711 (2<sup>nd</sup> Semester)

In this course, students will discover how humanity and human societies change over time by exploring the development of ideas and the evolution of thought. Using philosophical inquiry, historical investigation, and research, students will learn how cultures, belief, and technological advancement shape patterns of human existence. This course will use a thematic/humanities approach to develop skills across disciplines, enabling students to be successful in every facet of their education, with a focus on literacy skills, historical inquiry, and the articulation of their own ideas.

**World History: Conflict, Resistance, and Triumph**

(10)

1 Unit, all year

Course Number(s): 1HS4221 (1<sup>st</sup> Semester) or 2HS4221 (2<sup>nd</sup> Semester)

NOTE: This course fulfills the World History graduation requirement. In order to meet state graduation requirements, all students must pass the United States and Missouri Constitution tests.

This course engages students in the study of modern world history in order to achieve a more critical and integrated understanding of global societies and cultures during the past five hundred years. Students will explore developments in Africa, Asia, Oceania, the Americas, and Europe beginning with 1750; investigate the origins and outcomes of global exploration, world wars, revolution, and genocide in the 20th century; trace the disintegration of western empires after World War II; and study the global challenges of the post-Cold War era, including modern global issues.

**Governmental Civics: Self and Society** (11) 1/2 unit

Course Number(s): 1HS4512 (1<sup>st</sup> Semester) or 2HS4512 (2<sup>nd</sup> Semester)

NOTE: This course fulfills the United States Government graduation requirement. In order to meet state graduation requirements, all students must pass the United States and Missouri Constitution tests.

In Self and Society, students learn the philosophical roots of the American political system while engaging in the ways in which individuals and groups in society have challenged the nation's first laws, the Constitution.

**Global Economic Systems** (11) 1/2 unit

Course Number(s): 1HS4911 (1<sup>st</sup> Semester) or 2HS4911 (2<sup>nd</sup> Semester)

Students will evaluate competing economic systems, beginning with Adam Smith and classical capitalism and ending with Reagan and supply-side economics, investigating the theories of Marx, Keynes, and Milton Friedman along the way.

**American History: Voices from the Margins** (12) 1 Unit, all year

Course Number(s): 1HS4411 (1<sup>st</sup> Semester) or 2HS4411 (2<sup>nd</sup> Semester)

NOTE: This course fulfills the American History graduation requirement.

This course is designed to engage students in deeper thinking around ideas of society and membership – social, cultural, legal, political, and economic. The first half of the course will address the idea of race, including competing conceptions of race, the change and continuity in the idea of race over time, and how it has affected the evolution of American social life. The second half of the course will more directly address various cleavages in American society, including sex, gender, citizenship and immigration, and American imperial expansion within the United States. These complementing semesters of inquiry will prepare students to think more critically about social divisions, both historical and contemporary, within the history of the United States, including class-, sex-, and race-based systems of oppression.

**AP Government** (11, 12) 1 Unit, all year

\*Weighted Grade

Course Number(s): 1HS4511AP (1<sup>st</sup> Semester) or 2HS4511AP (2<sup>nd</sup> Semester)

Prerequisite: A 3.5 GPA in Social Studies courses, teacher or department head recommendation, and parental permission.

NOTE: This course fulfills the United States Government graduation requirement. In order to meet state graduation requirements, all students must pass the United States and Missouri Constitution tests.

AP Government offers students the opportunity to read and analyze materials in a college-level text and various primary and secondary sources as they study the relationship between politics and government. This course includes a comprehensive study of the art of politics and the workings of contemporary American political behavior as a primary social force. Students with a special interest in political science, law, or citizen political involvement will participate in a variety of activities which will allow them to apply theory into practice. Attention will also be given to comparative government, political frameworks, and political change. Students are expected (although not required) to take the Advanced Placement Government Exam.

**AP Psychology**

(11, 12)

1 Unit, all year

\*Weighted Grade

Course Number(s): 1HS4611AP (1<sup>st</sup> Semester) or 2HS4611AP (2<sup>nd</sup> Semester)

Prerequisite: None

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. There are five content domains in AP Psychology which include: Methods, Bio-psychological, Cognitive, Developmental, and Sociocultural. Students also learn about the ethics and methods psychologists use in their science and practice. Students are expected (although not required) to take the Advanced Placement Psychology Exam.

**AP United States History**

(11, 12)

1 Unit, All Year

Course Number(s): 1HS4311AP (1<sup>st</sup> Semester) or 2HS4311AP (2<sup>nd</sup> Semester)

Prerequisite: A 3.5 GPA in Social Studies courses, teacher or department head recommendation, and parental permission. Should the student fail to meet these criteria, the parents and the student must sign a waiver.

The AP United States History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by a full-year introductory college course. Students should learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations presented in historical scholarship. Students will work with political cartoons, artwork, music, architecture, speeches, essays, articles, graphs, films, maps, and books.



Methods of instruction and evaluation include lecture, discussion, debates, a variety of written assignments, AP-style multiple choice questions, and oral presentations. Students are expected (although not required) to take the Advanced Placement United States History Exam.

**AP World History**

(10, 11, 12)

1 Unit, All Year

Course Number(s): 1HS4211AP (1<sup>st</sup> Semester)      2HS4211AP (2<sup>nd</sup> Semester)

Prerequisite: A 3.5 GPA in Social Studies courses, teacher or department head recommendation, or parental permission. Should the student fail to meet these criteria, the parent and the student must sign a waiver.

NOTE: This course fulfills the World History graduation requirement.

The purpose of the AP World History course is to develop a greater understanding of the evolution of global process and contacts in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional and technological patterns that, along with geography, set the human stage. Periodization, explicitly discussed, forms an ongoing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contact among societies that form the core of world history as a field of study. Students are expected (although not required) to take the Advanced Placement World History Exam.

**20th Century US History through Art**

(12)

1/2 unit

Course Number(s): 1HS4811 (1<sup>st</sup> Semester) or 2HS4811 (2<sup>nd</sup> Semester)

In this course, students will explore this tension between art and society throughout the 20th Century in the United States. Culture reflects the times, but culture also informs the evolution of them. Generally no longer conceived of as a standard of excellence, culture has been defined as both a whole way of life and a whole way of conflict. Perhaps nothing better captures the conflict of an era than its cultural forms; perhaps nothing prefigures the movement of a society as much as its art. Society, politics and economic realities shape the way musicians, artists and writers/poets express their pain, hopes, fears and aspirations, but at the same time, cultural works of art shape and reshape the concrete world in which they are created.

## PHYSICAL EDUCATION

A minimum of two semesters of physical education courses are required for graduation. All high school students NOT enrolled in a full credit of select Ballet classes are required to take this class. Additionally, all students need a .5 credit in Health

**9th grade PE** (9) 1 Unit, all year

\*required, unless student takes a full unit of select Ballet classes

Course Number(s): 1HS8011 (1st Semester) or 2HS8011 (2nd Semester)

In this course students develop skills and knowledge about team sports as well as individual sports. Some team sports that we will do are team handball, ultimate frisbee, indoor soccer and iceless hockey. Some individual and dual sports that we will do are pickle ball, badminton and other individual activities. Additional team sports are based on teacher discretion and facility/field availability.

**High School Health** (9, 10, 11, 12) 1/2 unit

\*required

Course Number(s): 1HS8021 (1st Semester) or 2HS8021 (2nd Semester)

The focus of this class will be on the Missouri Health Standards. It will include: structures of, functions of and relationships among human body systems; principles and practices of physical, mental, social, and emotional health (such as but not limited to, personal health habits, nutrition, stress management); diseases and methods for prevention, treatment and control; methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use); and consumer health issues.

**Strength and Aerobic Training and Conditioning** (10, 11, 12) 1/2 unit

Course Number(s): 1HS8211 (1<sup>st</sup> Semester) or 2HS8211 (2<sup>nd</sup> Semester)

Prerequisite: Passing grade in 9<sup>th</sup> Grade PE

NOTE: This class may be taken two semesters for credit and additional times with teacher approval.

This class is designed for those students interested in total body conditioning. The class may include aerobics, step aerobics, strength training, circuit training, fitness walking, nutrition analysis, and yoga.

**Individual/Dual Sports and Lifetime Activities** (10, 11, 12) 1/2 unit

Course Number(s): 1HS8111 (1<sup>st</sup> Semester) or 2HS8111 (2<sup>nd</sup> Semester)

Prerequisite: Passing grade in 9<sup>th</sup> Grade PE

This is a class where students can have fun while improving their physical fitness and open their minds to lifetime activities. Students are provided an opportunity to interact in cooperative learning situations and to develop socialization skills. A variety of activities are offered to keep the excitement high throughout this class. This class is designed to allow students to try games that are fun and different that can last a lifetime. We begin each day with jogging and stretching to properly warm up before the activity starts and end each class with some cool down stretches to help prevent injuries. The activities chosen may include but are not limited to pickle ball, badminton, four square, bowling, shuffleboard, and an assortment of lawn games

## **FOREIGN LANGUAGE**

The study of world language leads to the development of skills which can be very rewarding in securing employment, in study and research in college, in understanding other peoples and their cultures, and in traveling. Learning such skills requires self-discipline and serious application on the part of the students. World language study can result in better study habits and methods that will prove useful in other subject areas. It is recommended that all college-bound students take as many years as possible of at least one world language. GCAA will be offering World Language options through student licenses with Rosetta Stone. Students already with Spanish I or Spanish II credits will be able to advance to Spanish III using Rosetta Stone. Those students choosing a language other than Spanish will be informed of their choices later this summer. Languages offered in the language lab include, but are not limited to: Spanish, French, German, Chinese, and Japanese.

**Foreign Language Level 1** (9,10,11) 1 Unit, all year

\*Foreign Language Credit

Course Number(s): 1HSLANG (1st Semester) or 2HSLANG (2nd Semester)

Prerequisite: A grade of "C" or above in preceding Communication Arts or English class. Must maintain a "C" by end of first semester to continue enrollment for second semester. Requires approval signature.

Note: Language choice to be determined later this summer

**Personal Finance** (10, 11, 12) ½ Unit

\*required; **Practical Arts Credit**

Course Number(s): 1HS6010 (1<sup>st</sup> Semester) or 2HS6010 (2<sup>nd</sup> Semester)

Prerequisite: None

NOTE: This course fulfills the Personal Finance graduation requirement.

This course is designed to help students understand, manage, and create personal financial success. Students will learn about investment, banking, taxes, credit, savings, careers, and advertising. Students will build a winning resume and sharpen their interview skills as they prepare for life.

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## **PROJECT INTERFACE**

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Project Interface provides an opportunity for high school seniors to apply their skills in a real world situation. Interface provides a unique partnership between corporations and a team of students or an individual student. Businesses contribute time, expertise and the resources of their professional staff, while GCAA students offer energy and enthusiasm in completion of a project or observation and research that meets the needs of the corporate partner.

Project Interface is designed and intended to reinforce skills taught in the classroom environment, by providing the opportunity for practical application in a corporate setting. Those specific skills are in the area of:

- \* Written Communications
- \* Oral Communications
- \* Interpersonal Skills
- \* Problem Solving/Decision Making
- \* Computer Technology Application
- \* Self-Directed Learning

Students may participate in one or more of the following sessions:

- \* Summer
- \* Fall

**Project Interface** (12) ½ Unit

**\*Practical Arts Credit**

Course Number(s): 1HS6111 (1<sup>st</sup> Semester) or 2HS6111 (2<sup>nd</sup> Semester)

Prerequisite: Students must complete an application, submit two teacher recommendations and one counselor recommendation, and approval of the Project Interface Supervisor. Students must have a 3.0 GPA at the end of their sophomore year to participate in the program.

The Interface projects are custom-designed around basic objectives combined with products or services specific to the participating business partner. The students work on a team or individual student internships under the direction of the business partner and the Project Interface Supervisor to complete their project assignment. All interface students must attend an orientation and training and will receive instruction on documenting the progress of their project. Interface is an opportunity for students to become self-directed learners and to function in a resource-support group similar to teams in a business environment.

## MUSIC

**T.A.S.K I: Theory, Aural Skills, and Keyboarding** (9,10,11,12) ½ Unit

Course Number(s): 1HS7211 (1st Semester) or 2HS7211 (2nd Semester)

Prerequisite: Students must have the ability to read musical notation as well as demonstrate performance competency on an instrument or in voice

T.A.S.K I is designed to encompass an in-depth study of the fundamental elements of music: pitch, rhythm, melody, harmony and form; and to explore the theoretical constructs of the 17th, 18th, 19th, and 20th centuries. Through improvisation, composition, analysis, critical listening and performance, the elements of music will be examined for their distinctive roles in musical organization. The course will also provide an overview of the historical, cultural and artistic setting of the works utilized for illustrative purposes.

**T.A.S.K II: Theory, Aural Skills, and Keyboarding** (9,10,11,12) ½ Unit

Course Number(s): 1HS7212 (1st Semester) or 2HS7212 (2nd Semester)

Prerequisite: Completion of TASK I with a B or higher.

The course is designed to encompass an in-depth study of the fundamental elements of music and promote fluency and quickness with basic music materials. Such courses normally integrate the study of melody, harmony, texture, rhythm, and form. Time is devoted to the analysis of notated examples; to the development and acquisition of aural (listening) skills, sight singing, and keyboard harmony; and to part writing and harmonization. The student who successfully completes such a course should be able to recognize and describe basic materials and processes of music as performed or presented in score. Students should understand the "why" of music as well as the "what". The primary emphasis in such courses normally falls on skills and concepts related to the system of major-minor tonality, although college courses may sometimes include a brief introduction to twentieth century techniques and terminology. Equally important, TASK II students develop a unique melding of intellect, discipline and creativity which is integral to the development of musicianship.

**AP Music Theory** (10, 11, 12) 1 Unit, All Year

Course Number(s): 1HS7221AP (1<sup>st</sup> Semester) 2HS7221AP (2<sup>nd</sup> Semester)

\*Weighted Grade

Prerequisite: Passing grade in T.A.S.K 1 and 2, and permission of AP instructor required.

Note: A grade of A or B is recommended in previous music courses.

Since a basic core of musical knowledge is necessary to begin the study of music theory, participation in one of the performing organizations at GCAA is strongly advised.

This Advanced Placement honors course is designed to provide a fundamental understanding of music theory, music analysis and music composition. A wide and diverse battery of home assignments and classroom drill will lead students to an understanding of more specific musical skills such as aural and written musical analysis, inner-hearing, sight-singing, familiarity with cultural and historical perspectives, music composition and critical interpretation and comparison. While music performance is not the direct focus, understanding from the course will make the student a better performing musician by increasing intuitive awareness and critical understanding and interpretation. As the course progresses, topics covered will include harmonic analysis, Schenkarian reduction analytical techniques, serial composition procedures, compositional projects including arranging, theme and variations, and use of computer assisted notational and sequencing programs.

Students are expected (although not required) to take the Advanced Placement Exam in May. This course will benefit students who plan to study music at the college level or who want to enhance their performance skills through knowledge of music theory.

**Concert Choir** (9,10,11,12) 1 Unit, all year

Course Number(s): 1HS7231 (1st Semester) or 2HS7231 (2nd Semester)

High School Concert Choir explores choral music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. Grade evaluation is based on written examinations, individual and group vocal assessment, daily participation, and attendance at performances. Vocal screening, to determine voice placement, will be done.

**Camerata** (9,10,11,12) 1 Unit, all year

Course Number(s): 1HS7231A (1st Semester) or 2HS7231 (2nd Semester)

Prerequisite: **Enrollment Requirement** – Students must audition and receive permission of the instructor.

Camerata is an auditioned chamber choir consisting of students who seek to create choral music of varied repertoire and at the highest skill. Camerata is an active performing ensemble in the school and community. \*Focuses heavily on competitions for the group as a whole, solos, and smaller ensembles

Participation in this ensemble includes performing at MSHSAA events. Students not meeting MSHSAA eligibility requirements will not be permitted to participate in those events, and may be responsible for an alternate activity or assignment.

**Treble Choir** (9, 10, 11, 12) 1 Unit, All Year

Course Number(s): 1HS7233 (1<sup>st</sup> Semester) or 2HS7233 (2<sup>nd</sup> Semester)

Prerequisite: **Enrollment Requirement** – Students must audition and receive permission of the instructor.

The voice parts in this choir are 1<sup>st</sup> Soprano, 2<sup>nd</sup> Soprano, Alto, and optional 2<sup>nd</sup> Alto. This is a performing ensemble. Attendance at performances is mandatory and a part of required class work. Students will display musical understanding through written and performance activities. This ensemble will perform advanced literature for women's voices in a variety of musical styles.

Participation in this ensemble includes performing at MSHSAA events. Students not meeting MSHSAA eligibility requirements will not be permitted to participate in those events, and may be responsible for an alternate activity or assignment.

**Men's Choir** (9, 10, 11, 12) 1 Unit, All Year

Course Number(s): 1HS7132 (1<sup>st</sup> Semester) or 2HS7132 (2<sup>nd</sup> Semester)

Prerequisite: **Enrollment Requirement** – Students must audition and receive permission of the instructor.

This ensemble is a choir for male voices. The following vocal/musical skills for ensemble singing will be stressed: proper vocal production, blend and balance, sight-reading proficiency, ear training, expansion of range, technical facility, a cappella singing, dynamic nuances, and 3 & 4 part music. Various languages will be incorporated in the repertoire, designed to challenge and perfect the musicianship of every member. Participation in several formal concerts per year and other public performances is a requirement of this class. Out-of-school rehearsals, performances, and activities are part of the course grade. These activities are integral elements that support and extend learning in the classroom.

**Music Appreciation** (9,10,11,12) 1 Unit, all year

Course Number(s): 1HS7285 (1<sup>st</sup> Semester) or 2HS7285 (2<sup>nd</sup> Semester)

This course is designed to acquaint students with the elements of music including, but not limited to, its history, fundamentals of theory, and genres. Students will have a brief overview

of the major composers and their music through class lectures, listening to musical examples in class, reading the text, listening to musical examples provided, actively engaging in class discussions, attending live concerts of suggested performances, and completing research papers and/or oral presentations pertinent to the course material. The first semester will cover early musical forms, classical music, and American jazz. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course will also explore the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide.

**Concert Orchestra**

(9,10,11,12)

1 Unit, all year

Course Number(s): 1HS7251 (1<sup>st</sup> Semester) or 2HS7251 (2<sup>nd</sup> Semester)

Prerequisite: Experience in a middle school program prior to entry or instructor approval

Concert Orchestra is aimed at high school students that have chosen strings as their pathway. Concert orchestra meets every other day and students are expected to perform at a mature level, have a good understanding of the fundamentals of music, and be proficient on their instrument. The ensemble is a performing group that presents concerts and participates at festivals and clinics and community service events. Students are required to attend all performances and extra rehearsals, to supply parts of the orchestra uniform, and to supply accessories to their instruments. Grade evaluation is based on written examinations, skill improvement on instruments, daily participation, and attendance at performances.

**Symphonic Orchestra**

(9,10,11,12)

1 Unit, all year

Course Number(s): 1HS7232 (1<sup>st</sup> Semester) or 2HS7232 (2<sup>nd</sup> Semester)

Prerequisite: **Enrollment Requirement** – Students must audition and receive permission of the instructor.

Symphonic Orchestra is selected by audition. String, wind, and percussion students will audition or be selected if needed to participate in this ensemble to perform symphonic literature. Symphonic orchestra meets every other day and students are expected to perform at a mature level, have a good understanding of the fundamentals of music, and be proficient on their instrument. The ensemble is a performing group that presents concerts and participates at festivals and clinics and community service events. Students are required to attend all performances and extra rehearsals, to supply parts of the orchestra uniform, and to supply accessories to their instruments. Grade evaluation is based on written examinations, skill improvement on instruments, daily participation, and attendance at performances



Participation in this ensemble includes performing at MSHSAA events. Students not meeting MSHSAA eligibility requirements will not be permitted to participate in those events, and may be responsible for an alternate activity or assignment.

**America's Music 1818** (11, 12) 1 Unit, all year

\*Weighted Grade; College Credit

Course Number(s): 1HS72101 (1st Semester) or 2HS7101 (2nd Semester)

Prerequisite: Student must be a Junior or Senior and successfully completed the following courses: TASK I and TASK II (Or currently enrolled in TASK II).

America's Music is a full year course that covers the progressive development of music's history in America and will show how the past has influenced the music of today. This course covers music from eras of the Colonial times, pre-Civil War African American cultures, Native American, Musical Theater at the turn of the century, Blues, Country, Film, Postwar, Rock and Roll, Soul, Rock from the 60's and 70's, Jazz-Rock infusion, Tex-Mex, and Hip-hop. This class will be in conjunction with the standards set by St. Louis University through the 1818 Program. Upon successful completion, each student has the potential to earn 3 college credit hours from SLU.

**High School Band** (9,10,11,12) 1 Unit, all year

Course Number(s): 1HS7264 (1<sup>st</sup> Semester) or 2HS7264 (2<sup>nd</sup> Semester)

Prerequisite: audition; after successful completion of Intermediate Band. The audition will include Scales and Arpeggios in the major keys of Concert Bb, Eb, F, Ab, and C, the minor keys of Concert G Harmonic and C Harmonic, as well as a one-octave chromatic scale. Students will also be asked to sight-read a short 8 measure excerpt.

High School Band is the advanced level of the band program at Grand Center Arts Academy. In this class students will have the opportunity to continue developing the skills and techniques of symphonic band performance. The specific aim of the band program is to enable students to communicate effectively through instrumental music and to understand and value a variety of musical and cultural expressions throughout life.

Participation in this ensemble includes performing at MSHSAA events. Students not meeting MSHSAA eligibility requirements will not be permitted to participate in those events, and may be responsible for an alternate activity or assignment.

**Jazz/Rock/Pop Band** (9, 10, 11, 12) 1 Unit, All Year

Course Number(s): 1HS7265 (1<sup>st</sup> Semester) or 2HS7265 (2<sup>nd</sup> Semester)

Prerequisite: Concurrent enrollment in another performance based music course and permission of the director.

This course is an enrichment course for students in music. It is designed to further develop the instrumental music student's interest and ability in the area of jazz/rock/pop studies. Students will examine the various styles of popular music performance and history, the harmonic structures associated with different genres, and improvisation.

Instrumentation for the class is limited to woodwinds, brass, guitar, upright bass, bass guitar, and piano. Students will be admitted to the class by audition.

Students enrolled in Jazz/Rock/Pop Band are expected to meet eligibility standards as specified by the Missouri State High School Activities Association. Attendance at all performances is a course requirement.

**High School Guitar Ensemble** (9,10,11,12) 1 Unit, all year

Course Number(s): 1HS7252 (1st Semester) or 2HS7252 (2nd Semester)

Prerequisite: **Enrollment Requirement** – Students must audition and receive permission of the instructor, after successful completion of Intermediate Guitar

This is the advanced level of the guitar program. Students will have the opportunity to continue developing the skills and techniques of classical guitar performance. The specific aim of the guitar program is to enable students to communicate effectively through instrumental music and to understand and value a variety of musical and cultural expressions throughout life.

**Music Technology** (11,12) ½ unit

Course Number(s): 1HS7263 (1<sup>st</sup> Semester) or 2HS7263 (2<sup>nd</sup> Semester)

Prerequisite: Successful Completion of TASK 1 and TASK 2

Students will learn fundamental physics principles related to sound, while using technology to produce MIDI sequences, loop-based arrangements and compositions, and digital multitrack audio recordings. Students will be trained in live audio reinforcement equipment and techniques. Students will discover and explore introductory concepts used in music sequencing, notation and recording. Students will also create music using sequencing/editing software, synthesizers and drum machines. Students interested in the current methods of music creation and production should consider taking this course. Students will examine legal and ethical issues regarding the production and distribution of digital media in today's society

**Class Piano**

(9, 10, 11, 12)

1 Unit, All Year

Course Number(s): 1HS7260 (1<sup>st</sup> Semester) or 2HS7260 (2<sup>nd</sup> Semester)

The purpose of this course is to acquaint the student with the piano as a performance and social instrument. Students are exposed to a variety of repertoire and activities that create the skills to play the instrument and build basic musicianship. The student is responsible for his/her rate of progress. Students will perform periodically during this course.

Class piano is designed to teach the concepts and fundamentals needed to perform on the piano. It will increase musical understanding beyond just reading notes by teaching students a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques. Students will play melodies in several positions and have the opportunity to participate in ensemble playing. Students will develop good practice habits, and learn techniques to increase the muscular agility and flexibility of their hands. We will delve into music at its source, find out how music is constructed, and discover the composers and history behind the music.

**ART****Drawing I**

(9,10,11,12)

½ unit

Course Number(s): 1HS7341 (1st Semester)

Prerequisite: Art Fundamentals

Students will acquire skills in drawing through guided daily practice. Students will work from observation in media such as pencil, charcoal, color pencil and pen and ink.

**Drawing II**

(10,11,12)

½ unit

Course Number(s): 1HS7342 (1st Semester) or 2HS7342 (2<sup>nd</sup> Semester)

Prerequisite: Art Fundamentals, Drawing I

Students will expand skills learned in Drawing I with more intensive study of composition and the use of additional media and techniques. Students will work from observation and imagination. Students will develop an intensive approach for interpretation of subject matter. Students will learn skills and techniques with the following media: pencil, color pencil, pastel, pen and ink, charcoal and mixed media. This course is recommended for students planning to take AP Studio Art.

**Painting 1**

(9,10,11,12)

½ unit

Course Number(s): 1HS7321 (1<sup>st</sup> Semester) or 2HS7321 (2nd Semester)

Prerequisite: Art Fundamentals, Drawing I

Students will learn the techniques and methods of painting with watercolor and acrylic paint. Students will work in realistic and abstract styles using various subjects. Applying the elements and principles of art and the knowledge of color theory, students will communicate their ideas visually.

**Painting II** (10,11,12) ½ unit

Course Number(s): 1HS7322 (1<sup>st</sup> Semester) or 2HS7322 (2nd Semester)

Prerequisite: Art Fundamentals, Drawing I, Painting I

Students will learn the techniques and methods of painting with watercolor and acrylic paint. Students will work in realistic and abstract styles using various subjects. Applying the elements and principles of art and the knowledge of color theory, students will communicate their ideas visually.

**Ceramics I** (10,11,12) ½ unit

Course Number(s): 1HS7371 (1st Semester)

Prerequisite: Art Fundamentals

Students will design and construct hand-built pottery using pinch, coil and slab methods of construction. They will use glazing and other decorating techniques to complete successful designs in clay.

**Ceramics II** (10,11,12) ½ unit

Course Number(s): 1HS7372 (1st Semester) or 2HS7372 (2<sup>nd</sup> Semester)

Prerequisite: Art Fundamentals, Ceramics I

Students will develop the skills and techniques of wheel-thrown pottery. Students will further develop the skills and techniques of hand-built pottery, glazing, and decorating which were introduced in Ceramics I. This course is recommended for students planning to take AP 3D Portfolio.

**Sculpture I** (10,11,12) ½ unit

Course Number(s): 1HS7373 (1<sup>st</sup> Semester)

Prerequisite: Art Fundamentals and Drawing I or Signature of Teacher

Students will design and make large and small three-dimensional works in a variety of materials including cardboard/paper, wood, wire, plaster, fibers, stone and found objects. Students will demonstrate basic skills in design and construction.

**Sculpture II** (11,12) ½ unit

Course Number(s): 1HS7374 (1<sup>st</sup> Semester) or 2HS7374 (2<sup>nd</sup> Semester)

Prerequisite: Art Fundamentals and Drawing I or Instructor's Signature, Sculpture I

Building on the skills and understanding of the four basic sculpture processes (casting, carving, modeling, and assemblage) developed in Sculpture I, students will explore media with greater sophistication and projects will be larger and more challenging. This course is recommended for students planning to take AP 3D Portfolio.

**Photography I** (10,11,12) ½ unit

Course Number(s): 1HS7388 (1<sup>st</sup> Semester) or 2HS7388 (2<sup>nd</sup> Semester)

Prerequisite: Art Fundamentals

Students will learn the fundamentals of photography and the manual functions of a digital SLR camera. They will execute project assignments designed to illustrate the elements of photography and will learn basic digital post-production on Adobe computer software. Students will be introduced to the history of photography and conduct independent research based on their unique interests. Students will also be exposed to various techniques of group critique and discussion. This course is intended to feed into Graphic Design I, Graphic Design II and AP 2D Portfolio.

**Photography II** (10,11,12) ½ unit

Course Number(s): 1HS7389 (1<sup>st</sup> Semester) or 2HS7389 (2<sup>nd</sup> Semester)

Prerequisite: Art Fundamentals, Photography I

An extension of Photography I, this course will challenge students to use their Photography skills to illustrate concepts and execute assignments such as portraiture, landscape, street photography, night photography, long exposure, architecture, and basic commercial portraiture (in cooperation with the Dance and Theater Departments.) This course is intended to feed into Graphic Design I, Graphic Design II and AP 2D Portfolio.

**Graphic Design I** (10,11,12) ½ unit

Course Number(s): 1HS7385

Prerequisite: Art Fundamentals

Students will learn the basic concepts for effective advertising layout and design. Drawing and painting techniques will be done by hand, but most assignments will be completed in the Art Mac Lab using the scanner, digital photography, and various Adobe programs

**Graphic Design II** (10,11,12) ½ unit

Course Number(s): 1HS7386 (1<sup>st</sup> Semester) or 2HS7386 (2<sup>nd</sup> Semester)

Prerequisite: Art Fundamentals, Graphic Design I

Students will study advertising design in greater depth through intensive use of Macintosh computers in the Art Lab. Digital photography, scanned images, imovie and 3-D programs are incorporated for your portfolio. This course is recommended for students planning to take AP 2D Portfolio

**Printmaking** (10,11,12) ½ unit

Course Number(s): 1HS7351 (1<sup>st</sup> Semester) or 2HS7351 (2<sup>nd</sup> Semester)

Prerequisite: C or better in Drawing 1

Students will learn various printmaking techniques, tools and vocabulary. Students will explore printmaking through processes such as linoleum cuts, collograph, screen-printing and monoprinting.

**Art History I** (10,11,12) ½ unit

Course Number(s): 1HS7361 (1<sup>st</sup> Semester)

Students will focus on the history of Western Art from ancient times to the present, covering specific art movements and critical artists from these movements. Minimal art production will be required. Students should have strong communication skills and feel comfortable in class discussion format.

**Art History II** (10,11,12) ½ unit

Course Number(s): 2HS7361 (2nd Semester)

Students will focus on the history of Asian, African, Oceania and the Americas Art from ancient times to the present, covering specific art movements and critical artists from these movements. Minimal art production will be required. Students should have strong communication skills and feel comfortable in class discussion format.

**AP STUDIO ART COURSES:** Students will create a body of college level work and at the end of the year submit their portfolio to the AP College Board for evaluation. A qualifying score can earn college credit and/or advanced placement. There are three AP Studio Art courses offered in the Fine Arts Department

**AP Drawing and Painting Portfolio** (11,12) 1 Unit, all year

\*Weighted Grade

Course Number(s): 1HS7381 (1<sup>st</sup> Semester) or 2HS7381 (2<sup>nd</sup> Semester)

Prerequisite: Three Previous Art Courses and Signature of Teacher

Suggested path of courses; Art Fundamentals, Drawing I, Drawing II, Painting  
This course requires summer work.

**AP 2D Portfolio** (11,12) 1 Unit, all year

\*Weighted Grade

Course Number(s): 1HS7382AP (1<sup>st</sup> Semester) or 2HS7382AP (2<sup>nd</sup> Semester)

Prerequisite: Three Previous Art Courses and Signature of Teacher

Suggested path of courses; Art Fundamentals, Graphic Design I, Graphic Design II, Fine Art Photo

This course requires summer work.

**AP 3D Portfolio** (11,12) 1 Unit, all year

\*Weighted Grade

Course Number(s): 1HS7383AP (1<sup>st</sup> Semester) or 2HS7383AP (2<sup>nd</sup> Semester)

Prerequisite: Three Previous Art Courses and Signature of Teacher

Suggested path of courses; Art Fundamentals, Ceramics I, Ceramics II, Sculpture I, Sculpture II  
This course requires summer work.

**Art Independent Study** (12) ½ unit

Course Number(s): 1HS99INDVA (1<sup>st</sup> Semester) or 2HS99INDVA (2<sup>nd</sup> Semester)

Prerequisite: Students must have a B or higher in arts courses and teacher recommendation for the specific area of study they choose.

This is an opportunity for students to specialize in a specific area of art, but would not be as intensive as AP Portfolio. Students could use the products from this class in their AP portfolio.

## **DANCE**

**Classical Ballet I** (9, 10) 1 Unit, all year

Course Number (s): 1HS7021 (1<sup>st</sup> Semester) or 2HS7021 (2<sup>nd</sup> Semester)

Classical Ballet I is for the student with previous study and experience. Ballet I students are expected to work with emphasis on their coordination with the torso, arms and head. In addition, proper distribution of body weight, mastery of the positions of the feet and arms, turnout, correct placement, and moving across the floor with jumps and turns are developed. The basic ballet directions are taught in the center. Simple jump combinations are taught and reversed. Pirouettes in the basic positions are taught.

**Classical Ballet II** (9, 10) 1 Unit, all year

Course Number(s): 1HS7022 (1<sup>st</sup> Semester) or 2HS7022 (2<sup>nd</sup> Semester)

Students selected for this course will be expected to demonstrate techniques from Foundations and Level I. Exercises done at the barre develop greater speed, strength, flexibility and coordination of the legs, torso, arms and head. More barre-work is done on demi-pointe for increased strength and balance. Stretches are given to develop increased flexibility in the hips and legs for higher extensions and better turn out. The basic ballet directions and Pirouettes in basic positions are mastered in the center. Big jumps traveling across the floor focus on covering space.

**Classical Ballet III** (11) 1 Unit, all year

Course Number(s): 1HS7023 (1<sup>st</sup> Semester) or 2HS7023 (2<sup>nd</sup> Semester)

Students selected for this course must be proficient in all ballet technique covered in Foundations and Levels I and II. This level develops strength and flexibility with the execution of more complicated combinations at the barre and in the center. Students must be able to use different dynamics of movement, including more complex adagio, petite allegro and grande allegro. Sequences become more complex and efficient alignment while moving is expected.

**Classical Ballet IV** (12) 1 Unit, all year

Course Number(s): 1HS7024 (1<sup>st</sup> Semester) or 2HS7024 (2<sup>nd</sup> Semester)



This course is a continuation of Level III with an increased emphasis on developing larger, more expansive movements that test the dancer's strength and stability. Higher extensions, multiple pirouettes, petit allegro, grand allegro with quick transfer of weight and the power of the legs and body are emphasized. Students are expected to learn more complex classical ballet terminology. The study of Pointe technique could be introduced at this level with teacher approval. Pointe work is designed to build strength, articulation and flexibility of the feet, legs and torso while developing the ability to control the balance on pointe.

**Modern Technique I**

(9)

1 Unit, all year

Course Number(s): 1HS7031 (1<sup>st</sup> Semester) or 2HS7031 (2<sup>nd</sup> Semester)

This course focuses on the study of various techniques including Graham, Hawkins, Horton, and Post-Modern technique. Emphasis is placed upon technical strength and vocabulary. Initial focus will be on linear lines: flat backs, lateral stretches, release swings, leg swings and deep lunges. Many of the beginning level studies focus on the Achilles tendon, the abdominal muscles, and movements that lengthen the spine and the hamstring muscles. The class will be divided into 3 segments: floor-work, standing work in the center, and combinations that travel across the floor. Simple combinations of movements are taught to introduce musicality and dynamics.

**Modern Technique II**

(10)

1 Unit, all year

Course Number(s): 1HS7032 (1<sup>st</sup> Semester) or 2HS7032 (2<sup>nd</sup> Semester)

This course uses the basics from Level I with more variations. Many of the positions and shapes developed prior are used in turns, jumps and in combinations of movement. More demanding studies are added which require more stretch. The movements across the floor are longer and require more concentration and focus from dancers. The ability to execute complex technical and musical combinations with knowledge of stage and musical terms is expected.

**Modern Technique III**

(11)

1 Unit, all year

Course Number(s): 1HS7033 (1<sup>st</sup> Semester) or 2HS7033 (2<sup>nd</sup> Semester)

Students selected for this course are expected to demonstrate technical proficiency in modern dance technique. The warm-up incorporates many complicated and demanding dance phrases. Style, performance, quality, and dynamics are emphasized. The execution of complex rhythmical combinations is required. Correct placement as well as performance style and skill will be emphasized. This level will focus on building a stronger movement vocabulary, increased dynamic range and more control.

**Modern Technique IV**

(12)

1 Unit, all year

Course Number(s): 1HS7034 (1<sup>st</sup> Semester) or 2HS7034 (2<sup>nd</sup> Semester)

Students selected for this course are expected to demonstrate technical proficiency in modern dance technique. Opposition and weight shifts are emphasized, building a stronger movement vocabulary, increased dynamic range and more control. Standing work in the center develops more stamina, balance, control, flexibility and expanded sense of movement through extended combinations. Longer traveling combinations use difficult rhythms along with more complicated movement phrases that call for dramatic expressiveness, use of weight and musicality.

**Jazz Technique I** (9, 10) 1/2 Unit, Semester

Course Number(s): 1HS7051 (1<sup>st</sup> Semester) or 2HS7051 (2<sup>nd</sup> Semester)

This course offers practical experience in basic jazz techniques through discussion and movement. Choreography and performance are also covered. Emphasis is on the development of coordination, flexibility, proper body awareness and alignment required to dance the combinations and routines.

**Jazz Technique II** (11, 12) 1/2 Unit, Semester

Course Number(s): 1HS7052 (1<sup>st</sup> Semester) or 2HS7052 (2<sup>nd</sup> Semester)

Students selected for this course will extend their experience and practice in the areas of flexibility, strength, body alignment and performance techniques learned in Jazz I. Emphasis will also be placed on the speed at which students retain and execute combinations and routines. A variety of jazz styles will be explored with more complex patterns and physically demanding moves.

**Tap I** (9, 10, 11, 12) 1/2 Unit, Semester

Course Number(s): 1HS7061 (1<sup>st</sup> Semester) or 2HS7061 (2<sup>nd</sup> Semester)

This course provides the student with practical experience in basic tap dance techniques. Emphasis is on foot dexterity, coordination, and rhythm. Students perform basic warm-up exercises, learn how the tap shoe is used to make the different sounds, learn tap combinations of steps and dance routines. Basic tap terminology is also covered.

**Tap II** (9, 10, 11, 12) 1/2 Unit, Semester

Course Number(s): 1HS7062 (1<sup>st</sup> Semester) or 2HS7062 (2<sup>nd</sup> Semester)

This course provides the students with an expanded knowledge of tap dance techniques beyond the basic fundamentals. Combinations and routines will take on a higher level of

proficiency with emphasis on style and dynamics in their execution of more advanced steps. Students will develop the strength and agility to perform faster and more complex rhythms. This class develops foot dexterity and coordination and presents fundamentals of classical and modern tap. Emphasis will be placed on musicality, articulation, speed, control, timing, style, and intricate rhythms.

**Dance History** (9, 10) 1 Unit, all year

Course Number(s): 1HS7041 (1<sup>st</sup> Semester) or 2HS7041 (2<sup>nd</sup> Semester)

This course is an exploration of the history of ballet, modern, and cultural dance. Students will be required to critically write and discuss the importance of dance in cultures both past and present.

## **THEATRE ARTS**

**Theatre Perspectives** (9) ½ unit

Course Number(s): 1HS7190 (1<sup>st</sup> Semester) or 2HS7190 (2<sup>nd</sup> Semester)

Prerequisite: None

Designed to trace the development of theatre from ancient times to the present; students examine historical and artistic activity through the lens of dramatic literature. Stressing the relationship between social, religious, and political pressures, these courses touch on major figures and movements in Western and non-Western cultures in order to provide context and understanding of the evolution of theatre.

**Intro to Stagecraft** (9) ½ unit

Course Number(s): 1HS7180 (1<sup>st</sup> Semester) or 2HS7180 (2<sup>nd</sup> Semester)

**\*Practical Arts Credit**

Prerequisite: None

Course designed to teach the theory and practice of the scenic artist's craft. Elements of construction, lighting, engineering, painting, and safety are emphasized both in the classroom and by practical application during productions.

**Introduction to Shop** (9) ½ unit

**\*Practical Arts Credit**

Course Number(s): 1HS7387 (1<sup>st</sup> Semester) or 2HS7387 (2<sup>nd</sup> Semester)

Prerequisite: None

This class introduces the students to the safe use of various tools and building techniques used in creating sets for the theatre. Students will build flats, three dimensional constructs, paint and assemble scenery for the shows that the Theatre and Dance Department are presenting.

**Lighting and Sound Design** (10) 1 Unit, all year

Course Number(s): 1HS7291 (1<sup>st</sup> Semester) or 2HS7291 (2<sup>nd</sup> Semester)

Prerequisite: None

This class introduces students to the basics of lighting and sound. The various lighting instruments, wiring, color theory, and modern technologies are taught. Along with the foundations and theories of lighting, students will also explore the importance and effectiveness of sound design and the various ways in which ambient sound, music and live sound techniques can enhance a performance and create a powerful atmosphere for the actors and the audience.

**Costume Design** (11) 1 Unit, all year

Course Number(s): 1HS7391 (1<sup>st</sup> Semester) or 2HS7391 (2<sup>nd</sup> Semester)

Prerequisite: None

Students learn to use the script as the starting point for the design of costumes. Character analysis, historical research, period design, line, shape and texture are explored. This class also focuses on the necessity of communication between the various members of a production team so that the design of the show achieved a unified look capturing the vision of the director.

**Stage Management** (11) 1 Unit, all year

Course Number(s): 1HS7182 (1<sup>st</sup> Semester) or 2HS7182 (2<sup>nd</sup> Semester)

Prerequisite: None

The Stage Management curriculum emphasizes the Stage Manager's role throughout rehearsals as a conduit between the director/production team, on the management of performance, the scheduling and running of rehearsals, creating a SM script with cues and finally on running and calling a show.

**Advanced Technical Theatre** (12) 1 Unit, all year

Course Number(s): 1HS7151 (1<sup>st</sup> Semester) or 2HS7151 (2<sup>nd</sup> Semester)

Prerequisite: None

Focus on play analysis for scenic design, theories of form, shape, creating a “playground” for the actor to perform while staying true to the Author’s intent and the needs and vision of the Director. The students will study innovators and innovations in set design and work toward creating a unified Production Design for the stage.

**Theatre Management**

(12)

1 Unit, all year

Course Number(s): 1HS7183 (1<sup>st</sup> Semester) or 2HS7183 (2<sup>nd</sup> Semester)

Prerequisite: None

The course exposes students to the various issues and trends in arts management. Topics covered include audience development, fund raising, public relations, marketing, arts education, and programming. In addition to classroom assignments, students learn about arts management through practical work experience on productions.

**Capstone and Portfolio Review**

(12)

1 Unit, all year

Course Number(s): 1HS7384 (1<sup>st</sup> Semester) or 2HS7384 (2<sup>nd</sup> Semester)

Prerequisite: None

All graduating seniors in the Theatre Pathway will present a final Capstone project that highlights what they have learned in their course of study. The presentations will combine the work of Acting, Musical Theatre, Tech and Directing Students in showcases that they will produce, design, rehearse and present to the public. From this project the students will create a portfolio of their work over the course of their pathway studies which will be presented along with the Showcase. The portfolio also serves as a tool to present to colleges and universities if the student decides to continue to pursue a career in Theatre.

**Acting 1**

(9)

1 Unit, all year

Course Number(s): 1HS7161 (1<sup>st</sup> Semester) or 2HS7161 (2<sup>nd</sup> Semester)

Prerequisite: None

Students are introduced to time-honored acting methods introduced by Konstantin Stanislavski and modified in America by Lee Strasberg, Sanford Meisner, Stella Adler and Uta Hagen etc. The students focus in this course is on the development of the individual actor. Play analysis and understanding of Stanislavski’s use of objectives and action verbs to create believable and truthful interpretations are combined with various techniques and exercises to help deepen the student’s awareness of themselves as an interpreter of the human condition.

**Acting 2**

(10)

1 Unit, all year

Course Number(s): 1HS7162 (1<sup>st</sup> Semester) or 2HS7162 (2<sup>nd</sup> Semester)

Prerequisite: Acting 1

This class builds upon Acting I, deepening the students understanding and application of these fundamentals. In this course scene work and ensemble interaction is the focus. The first semester introduces students to the use of action verbs and the process of developing physical activities for their characters. The second semester applies these techniques to the performance of scenes from the Golden Age of American Realism.

**Acting 3**

(11)

1 Unit, all year

Course Number(s): 1HS7163 (1<sup>st</sup> Semester) or 2HS7163 (2<sup>nd</sup> Semester)

Prerequisite: Acting 2

The first semester of this year long course introduces the students to the plays and history of the Elizabethan Era. Focus is on breath and vocal development as well as building up knowledge in textual analysis, scansion and the application of historical research to the interpretation of classical plays. Using Sonnets, Soliloquies and Scenes from some of the major playwrights of this era (Shakespeare, Marlowe and Webster), the students grow in their confidence to present classical works.

The second semester of this class explores the plays of the European Realist period, the history and development of modern acting techniques and the influence of the scientific, social and psychological developments upon the understanding and presentation of modern theatre. The works of Henrik Ibsen, Anton Chekhov, August Strindberg, George Bernard Shaw and Oscar Wilde are read, researched and used for the bases of scene and monologue study and presentation.

**Acting 4**

(12)

1 Unit, all year

Course Number(s): 1HS7164 (1<sup>st</sup> Semester) or 2HS7164 (2<sup>nd</sup> Semester)

Prerequisite: Acting 3

The final year in acting is focused on contemporary drama and preparing the student for auditioning and their next steps in the pursuit of an performance career. The first semester will be an exploration in the trends of contemporary theatre. Students will explore current plays as well as various performance categories such as devising new works and performance art. The second semester will introduce the student to theatre as a business. We will discuss the

realities of being a working artist, tools and survival skills as well as audition technique for the camera, cold readings and monologue presentations.

**Movement for Actors 1**

(10)

1 Unit, all year

Course Number(s): 1HS7185 (1st Semester) or 2HS7185 (2nd Semester)

Prerequisite: None

Instruction and exercises in developing the performer's physical instrument. Students are exposed to movement techniques that will increase their tools for approaching character, emotional states, ensemble playing, and the creation of new work. This class explores expressive movement, basic mime techniques, yoga for breath, strength and flexibility, Viewpoints and work in the Neutral Mask.

**Movement for Actors 2**

(11)

1 Unit, all year

Course Number(s): 1HS7186 (1st Semester) or 2HS7186 (2nd Semester)

Prerequisite: Movement for Actors 1

The first semester of this course builds upon the Neutral Mask work in the final unit of Movement I. The students are introduced to the history, influence and stock characters of the Commedia dell'Arte. The masks of the Dottore, Pantalone, Arlecchino, Zanni and Capitano are explored. Learning first the physicality and personality of the characters, the students then begin to improvise with one another adding the masks to bring the interpretation of the character to its fullest realization. The second semester delves into the Dramatic Territories of Tragedy, Melodrama, Farce and Clowning.

**Movement for Actors 3**

(12)

1 Unit, all year

Course Number(s): 1HS7187 (1<sup>st</sup> Semester) or 2HS7187 (2<sup>nd</sup> Semester)

Prerequisite: Movement for Actors 2

Safety is the emphasis of this class, protecting one's partner and one's self while learning to perform realistic looking fight sequences for the stage.

This course introduces the students to the techniques of Stage Combat. The first semester deals in foundations of the techniques and illusions of Stage Combat: Falls, Rolls, Slaps, Punches, Kicks and Grappling. The second semester introduces the students to the safe use of a weapon (Quarter Staff or Broad Sword) and its safe and proper use on the stage.

**Musical Theatre Coaching 1**

(10)

1 Unit, all year

Course Number(s): 1HS7170 (1<sup>st</sup> Semester) or 2HS7170 (2<sup>nd</sup> Semester)

Prerequisite: None

Musical Theatre Coaching is a team taught class that meets 6 times a week. Students take a combination of private vocal coaching, acting, dance, Musical Theatre History, chorus and song interpretation classes. The first year the students are introduced to basic vocal techniques, music theory, musical theatre dance styles (Jazz) and acting techniques.

**Musical Theatre Coaching 2**

(11)

1 Unit, all year

Course Number(s): 1HS7093 (1<sup>st</sup> Semester) or 2HS7093 (2<sup>nd</sup> Semester)

Prerequisite: Musical Theatre Coaching 1

During year two the students are introduced to the Golden Age of the American Musical; they are assigned songs and group numbers while continuing to work on dance (Period Dance) acting, and history. In the second semester the students perform their work in a showcase for the public.

**Musical Theatre Coaching 3**

(12)

1 Unit, all year

Course Number(s): 1HS 7094 (1<sup>st</sup> Semester) or 2HS7094 (2<sup>nd</sup> Semester)

Prerequisite: Musical Theatre Coaching 2

Year 3 continues to build up dancing and acting techniques while expanding the student's song repertoire. Focus on building a diverse song book for auditions with various styles of vocal music. Tap, World Dance and Hip-Hop are taught as the students prepare for their capstone, a showcase that presents their strongest songs and singing styles in a public performance.

**Business of Theatre**

(12)

½ unit

Course Number(s): 1HS7188 (1<sup>st</sup> Semester) or 2HS7188 (2<sup>nd</sup> Semester)

Prerequisite: None

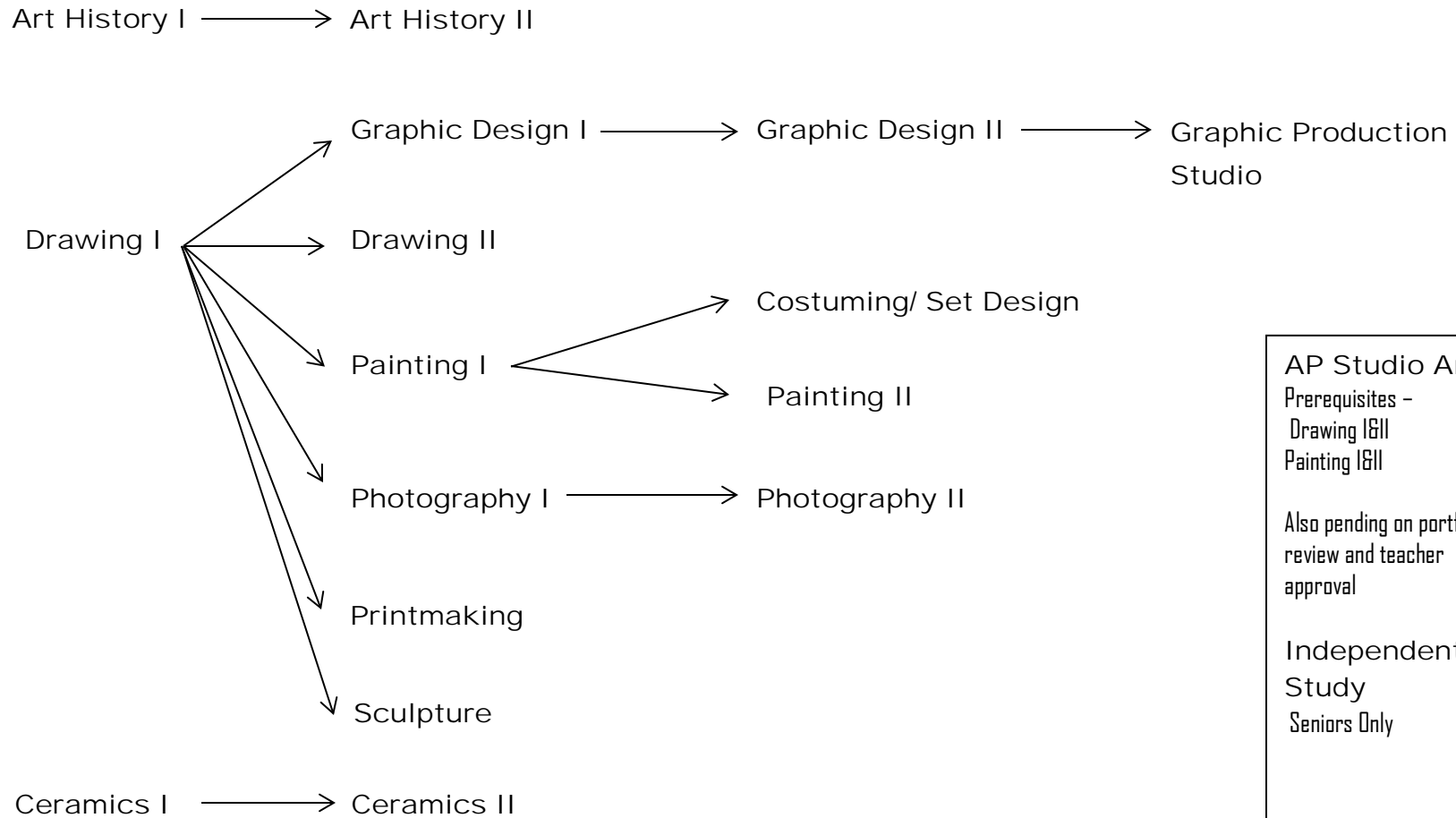
This class focuses on survival skills for the working artist. Students learn the fundamentals of creating a resume, refining their portfolio and presenting their work in an interview situation. They are introduced to the sources that exist in the professional world to aid them in finding a job, the various unions that they will eventually join and the process of getting a job and working on a production.



# Visual Art Pathway

## Class Sequence

Students must receive a C or higher in arts classes to be able to move forward.



AP Studio Art  
Prerequisites -  
Drawing I&II  
Painting I&II

Also pending on portfolio  
review and teacher  
approval

Independent  
Study  
Seniors Only

## ACTING PATHWAY

FRESHMAN  FOUNDATION	SOPHOMORE  DEVELOPMENT	JUNIOR YEAR  INTEGRATION	SENIOR YEAR  ARTISTIC VOICE
<p><b>ACTING I</b></p> <p>Dramatic Structure, Stage Techniques, Terminology, Character and Monologue Work</p>	<p><b>ACTING II</b></p> <p>Semester I: Stanislavski, Meisner, Scene Work and Analysis.</p> <p>Semester II: Introduction to American Realism</p>	<p><b>ACTING III</b></p> <p>Semester I: Introduction to Shakespeare, Voice Production</p> <p>Semester II: Early European Realism</p>	<p><b>ACTING IV</b></p> <p>Semester I: Contemporary Theatre</p> <p>Semester II: Capstone Project</p>
<p><b>THEATRE PERSPECTIVES</b></p> <p>Exploration of historical and social influence on the development of theatre</p>	<p><b>MOVEMENT I</b></p> <p>Alignment, Neutral Mask, Expressive Movement, Animal Study and Center Work, Viewpoints.</p>	<p><b>MOVEMENT II</b></p> <p>Semester I: Commedia dell'Arte</p> <p>Semester II: Dramatic Territories, Styles of Theatre</p>	<p><b>MOVEMENT III</b></p> <p>Semester I: Unarmed Stage Combat</p> <p>Semester II: Armed Stage Combat</p>
<p><b>INTRO TO STAGE CRAFT ***</b></p> <p>Tools and Techniques for building sets</p>			<p><b>THE BUSINESS OF THEATRE</b>            ++Audition Technique, Portfolio, On Camera Technique, The Working Actor and Preparation for University Placement</p>
<p><b>++ Elective</b></p> <p><b>*** Practical Art</b></p>	<p><b>EXTENDED DAY ++</b></p> <p>Performance Practicum</p>	<p><b>EXTENDED DAY ++</b></p> <p>Performance Practicum</p>	<p><b>EXTENDED DAY ++</b></p> <p>Performance Practicum</p>
<p><b>Standard Curriculum</b> <b>3 Units</b></p> <p><b>ADVANCED CURRICULUM</b> <b>3 UNITS</b></p>	<p><b>Standard Curriculum</b> <b>2 Units</b></p> <p><b>ADVANCED CURRICULUM</b> <b>3 UNITS</b></p>	<p><b>Standard Curriculum</b> <b>2 Units</b></p> <p><b>ADVANCED CURRICULUM</b> <b>3 UNITS</b></p>	<p><b>Standard Curriculum</b> <b>3 Units</b></p> <p><b>ADVANCED CURRICULUM</b> <b>4 UNITS</b></p>

## TECHNICAL THEATRE PATHWAY

<b>FRESHMAN</b> <i>Foundation</i>	<b>SOPHOMORE</b> <i>Development</i>	<b>JUNIOR</b> <i>Integration</i>	<b>SENIOR</b> <i>Artistic Voice</i>
<b>INTRODUCTION TO TECHNICAL THEATRE</b>	<b>LIGHTING AND SOUND DESIGN</b>	<b>SCENIC DESIGN AND INNOVATIVE TECHNOLOGIES</b>	<b>ADVANCED TECHNICAL THEATRE</b>
<b>INTRODUCTION TO SHOP: ***</b> <i>Tools and Safety</i>	<b>SCENIC DESIGN</b>	<b>STAGE MANAGEMENT</b>	<b>THEATRE MANAGEMENT</b>
<b>PERSPECTIVES IN THEATRE</b>	<b>ART HISTORY</b> <i>A survey of the major periods in the history of art</i>	<b>COSTUME DESIGN</b>	<b>SENIOR AND CAPSTONE PORTFOLIO REVIEW</b>
<b>ACTING I ++</b> <i>Dramatic Structure, Stage Techniques, Terminology, Character and Monologue Work</i>	<b>EXTENDED DAY++ PRODUCTION</b>	<b>EXTENDED DAY++ DIRECTING I</b> <i>Staging Techniques, Script Analysis and Dramaturgy</i>	<b>EXTENDED DAY++ DIRECTING II</b> <i>Scene Work, direct other students in a scene or short one act.</i>
<b>++ Elective</b> <b>*** Practical Art</b> <b>Standard Curriculum 3 Units</b>	<b>Standard Curriculum 3 Units</b> <b>Advanced Curriculum 4 Units</b>	<b>Standard Curriculum 3 Units</b> <b>Advanced Curriculum 4 Units</b>	<b>Standard Curriculum 3 Units</b> <b>Advanced Curriculum 4 Units</b>

## MUSICAL THEATRE PATHWAY

FRESHMAN FOUNDATION	SOPHOMORE DEVELOPMENT	JUNIOR INTEGRATION	SENIOR ARTISTIC VOICE
<b>ACTING I</b> Dramatic Structure, Stage Techniques, Terminology, Character and Monologue Work	<b>ACTING II</b> Semester I: Stanislavski, Meisner, Scene Work and Analysis. Semester II: Introduction to American Realism	<b>MOVEMENT I</b> Neutral Mask Expressive Movement Viewpointing Laban's System of Efforts	<b>ACTING IV</b> Semester I: Contemporary Theatre Semester II: Capstone Project
<b>Intro to Ballet</b>	<b>Musical Theatre Dance I</b> <b>Jazz Focus</b>	<b>Musical Theatre Dance II</b> <b>Period Dance Focus</b>	<b>Musical Theatre Dance III</b> <b>Tap, World Dance, Hip Hop Focus</b>
<b>INTRO TO STAGE CRAFT ***</b> TOOLS AND TECHNIQUES FOR BUILDING SETS	Vocal Technique I Music Theory Musical Theatre History	Vocal Technique II Song Book Development Music Theory	<b>THE BUSINESS OF THEATRE</b> Audition Technique, Portfolio, On Camera Technique, The Working Actor and Preparation for University Placement
++ Elective *** Practical Art <b>Standard Curriculum 3 Units</b> <b>Advanced Curriculum 3 Units</b>	Extended Day ++ Dance/ Theatre Ensemble <b>Standard Curriculum 3 Units</b> <b>Advanced Curriculum 4 Units</b>	Extended Day ++ Dance/ Theatre Ensemble <b>Standard Curriculum 3 Units</b> <b>Advanced Curriculum 4 Units</b>	Extended Day ++ Dance/ Theatre Ensemble <b>Standard Curriculum 3 Units</b> <b>Advanced Curriculum 4 Units</b>

## Dance Pathway

<b>Freshman Foundation Year</b>	<b>Sophomore Development Year</b>	<b>Junior Integration Year</b>	<b>Senior Artist Voice</b>	
Ballet I	Ballet II	Ballet III	Ballet IV	
Contemporary Modern I	Contemporary Modern II	Contemporary Modern III	Contemporary Modern IV	
<b>Dance History</b>		Dance Composition	<b>Senior Project (Capstone Project)</b>	
		Dance Improvisation	<b>Audition Business (Headshots, Resumes, Portfolios)</b>	
***Intro to Theatre Stage Crafts (Practical Art)	++Dance Technique (World Dance/African)	<b>++ Dance Technique World Dance/Jazz</b>	<b>++ Dance Technique World Dance/Tap/Hip Hop</b>	
++ Dance Ensemble	<b>++Dance Ensemble</b>	<b>++Dance Ensemble</b>	<b>++Dance Ensemble</b>	
Standard Curriculum 3 units	<b>Standard Curriculum 2 units</b>	<b>Standard Curriculum 2 units</b>	<b>Standard Curriculum 2 units</b>	<b>Total 9</b>
Advanced Curriculum 3 units	<b>Advanced Curriculum 3 units</b>	<b>Advanced Curriculum 3 units</b>	<b>Advanced Curriculum 3 units</b>	<b>Total 12</b>

\*\*\* Practical Art

++ Elective

## MUSIC PATHWAY

### 9<sup>TH</sup> GRADE

#### 1<sup>ST</sup> SEMESTER

**T.A.S.K. 1 & Major Large Ensemble (Choir, Band, Orchestra, Guitar)**

#### 2<sup>ND</sup> SEMESTER

**T.A.S.K. 2 & Major Large Ensemble (Choir, Band, Orchestra, Guitar)**

### 10<sup>TH</sup> GRADE THROUGH 12<sup>TH</sup> GRADE

**Major Large Ensemble (Choir, Band, Orchestra, Guitar) & Music Elective**

**Music Electives: AP Music Theory, Treble Choir, Men's Choir, Music Appreciation, America's Music 1818, Jazz/Rock/Pop Band, Music Technology, Class Piano**

**8 Credits Minimum, to include:**

**One full credit of T.A.S.K. (1&2), four full credits of a Major Large Ensemble, and three full credits of music elective courses**





**Current Arts Pathway Chair:** Do you support this change: \_\_\_Yes \_\_\_No

\*\*\*Please provide any comments in support of your response:

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Courses Needed to Complete New Arts Pathway Requirements:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Pathway Change \_\_\_Approved \_\_\_Denied

**New Arts Pathway Chair Signature:**

\_\_\_\_\_

Additional Comments:

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**\*\*\*Student has read the Arts Pathway Handbook and agrees to follow its guidelines and fulfill the necessary requirements to successfully complete all course work.**

	Signature	Date
Student		
Parent/Guardian		
New Arts Pathway Chair		
High School Assistant Principal		
GCAA Principal		





# GRAND CENTER ARTS ACADEMY REQUEST TO TEST OUT OF A COURSE FOR CREDIT

## PART I: REQUEST TO TEST OUT OF A COURSE:

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_ Phone \_\_\_\_\_

Course to be tested out: \_\_\_\_\_

Reason for testing out: \_\_\_\_\_

Advanced work or experience that qualifies student for testing out of this course:

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## PART II: GUIDELINES:

1. A student may only test out of courses in Language Arts, Math, World Language and some Science classes. World Language tests will include a speaking component.
2. A student may not test out of a course she/he has previously failed.
3. A student may not test out of a course if she/he has already earned credit for the next level course.
4. The "Request" to Test Out of a Course Form" must be received before enrollment in the course.
5. When testing out of a course, the student must immediately enroll for the entire term of the next level course (certain exceptions may apply).
6. Credit will not be awarded until the student has completed the next course in the sequence.
7. Anyone wishing to test out will be required to take a comprehensive test. The test may take as much as four hours of testing time.
8. Once a student has begun taking the comprehensive test, she/he must complete the test in one sitting. No student will be allowed to "back out" once a test has begun. A student will not be given another opportunity to test out of the same class twice.
9. **A student must earn at least an 80% on the exam to test out.**
10. Only passing grades will be included on the transcript as "tested out". This grade will NOT be included in the student's grade point average. On the transcript, next to the course and grade, the registrar will indicate "tested out-not included in G.P.A".
11. **No more than two units of credit will be granted toward graduation for courses in which the student has tested out during his/her high school career.** A unit of credit refers to a full year course equivalent to 1 credit hour based upon instructional hours. A semester course is .5 unit of credit.
12. Students must complete this form and return it to his/her high school counselor for review.

Signatures designate that students and parents have read these guidelines and are willing to abide by them.

Student \_\_\_\_\_ Date \_\_\_\_\_

Parent \_\_\_\_\_ Date \_\_\_\_\_

High School Counselor \_\_\_\_\_ Date \_\_\_\_\_

High School Dept. Chair \_\_\_\_\_ Date \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_



REQUEST TO TEST OUT OF PERSONAL FINANCE  
Missouri Personal Finance Assessment (MoPFA)

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_ Phone \_\_\_\_\_

As part of the graduation requirements, students in Missouri must earn a ½ credit in the area of Personal Finance. Districts have the option to allow students to “test out” in order for that student to receive the ½ unit of credit in Personal Finance required to graduate. To “test out,” a student must attain a score of 90% or higher on the Missouri Personal Finance Assessment (MoPFA). Test results are available immediately.

GUIDELINES:

1. The “Request to Test Out of Personal Finance Form” must be received before enrollment in the course.
2. A student may not test out of a course she/he has previously failed.
3. The request to test out form must be received in the office by the **3<sup>rd</sup> Tuesday of November** and testing out is **only** available during the **December** testing window.
4. Anyone wishing to test out will be required to take a comprehensive test. The expected testing time is 1 hour.
5. Once a student has begun taking the comprehensive test, she/he must complete the test in one sitting. A student will not be given another opportunity to test out of the MoPFA to earn personal finance credit. **Students are limited to ONE attempt only.**
6. A student must earn at least a **90%** on the exam to test out.
7. Only passing grades will be included on the transcript as “tested out”. This grade will not be included in the student’s grade point average. On the transcript, next to the course and grade, the registrar will indicate “tested out-not included in G.P.A”.
8. Forward this form to the student’s professional school counselor for counselor and principal review.

Signatures designate that students and parents have read these guidelines and will abide by them.

Student \_\_\_\_\_ Date \_\_\_\_\_

Parent \_\_\_\_\_ Date \_\_\_\_\_

Counselor \_\_\_\_\_ Date \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

MoPFA Checklist (For Office Use only)	
_____ Date _____	Score _____
_____ Testing Coordinator	
_____ High School Counselor	



**Deadline Date: 4/03/15**

# Project Interface

Today's Date \_\_\_\_\_ Student Number \_\_\_\_\_

**Application Form**

Name \_\_\_\_\_ Are you a U.S. citizen?  Yes  No

Address \_\_\_\_\_  
Street City State Zip

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ E-mail Address \_\_\_\_\_

School \_\_\_\_\_ Grade Level \_\_\_\_\_ Age \_\_\_\_\_ G.P.A. \_\_\_\_\_ Counselor's Name \_\_\_\_\_

*Indicate if you need this Practical Arts 1/2 credit for graduation:*  Yes  No  Not Sure

*Check preferred session*  Summer (June-Aug)  School Year (Sept-March)

*List possible career choices for Project Interface exploration and the classes that support your choices:*

**1<sup>st</sup> Career Choice** \_\_\_\_\_

**2<sup>nd</sup> Career Choice** \_\_\_\_\_

List below the classes you have taken pertaining to your 1 <sup>st</sup> career choice:	List below the classes you have taken pertaining to your 2 <sup>nd</sup> career choice

**Please choose two (2) teachers for recommendations who have knowledge of your academic background that supports your career choices:**

1 \_\_\_\_\_ 2 \_\_\_\_\_

*List your extracurricular activities (clubs, community service, church, sports, etc.):*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*List your work experience:*

Employer \_\_\_\_\_ Job Title \_\_\_\_\_

Employer \_\_\_\_\_ Job Title \_\_\_\_\_

# Project Interface Agreement

*Student/Parent Signatures Required*

It is understood and accepted by the student and his/her parent participating in an Interface project, that each element of this agreement listed will be upheld by the student and supported by the parent:

1. **We understand that participation in Interface will require a substantial time commitment and we are willing to make attendance and full participation a priority.**
2. We understand that each completed Interface project will fulfill a half practical arts credit, and that each Interface student is evaluated on individual work as well as the collaborative product or service developed by the Interface project team.
3. We agree that all work completed (this includes products, documents and ideas) under the direction of the corporate project manager will be owned by that corporation.
4. We agree that all student participants and parents will honor the **confidentiality** of any information provided directly or indirectly by the corporate project manager.
5. We agree that all student participants will meet the goals and standards for participation, cooperation, discipline and attendance set by the corporate project manager and/or the Interface facilitator.
6. We understand that any student participant not adhering to the above may be immediately dismissed from the program. The corporate project manager may make this recommendation, but this judgment would be made by the Interface facilitator.
7. We agree that the student may participate in the completion of questionnaires and other appropriate and approved research projects done as part of the program's evaluation. We also agree that photographs of the student taken during the project, written material generated during the project, and similar items may be used by Interface in reports and public information materials. We further agree to allow Interface to release for informational or educational purposes photographs and video recordings, with or without audio, of Interface activities and projects involving the student.
8. We agree that those students participating in Interface will attend an orientation and training session prior to the start of their session.
9. We agree that those students participating in Interface will complete a minimum of 75 hours toward the completion of their project, the necessary paperwork to substantiate their personal involvement and actively participate in a final presentation of their project.
10. We agree that the open structure of this program demands attention to time management, self-directed project work and meeting of professional responsibilities. Therefore, parental encouragement and support is essential to the success of the project experience.
11. The business meeting schedule will be discussed in the first meeting with the project manager. The group will decide how to manage the time throughout the project. The student's needs as well as the project manager's needs should determine the scheduling for the semester. Plan on attending these important meetings; if you cannot do so, **you need to contact your project manager immediately.**
12. Students will provide their own transportation to the meetings. Since Interface students represent the Grand Center Arts Academy, we will expect the best from you. Your signature indicates your pledge to conduct yourself in a cooperative, professional and responsible manner.

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Student Signature

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Parent Signature

# Project Interface

## Travel Permission Form

Parent Signature Required

I hereby give consent for my son/daughter to represent his/her school in Project Interface meetings. **I understand that my son/daughter will provide his/her own transportation to these meetings.** In the event that this is not possible, I **PERMIT DO NOT PERMIT** (*Circle One*) my child to ride with other students or a member of the GCAA staff.

I will not hold the Grand Center Arts Academy responsible in case of accident or injury whether it be enroute to or from another school or place of business during Project Interface meetings. I hereby agree to hold the school district of which this student is a part, its employees, agents, representatives, sponsors and volunteers harmless from any and all liability, actions, causes of action, debts, claims, or demands of every kind and nature whatsoever which may arise by or in connection with participation by my child/ward in any activities related to the Project Interface program.

If I cannot be reached and in the event of any emergency, I also give consent for the school to obtain through a physician or hospital of its choice, such medical care as is reasonably necessary for the welfare of my child, if he/she is injured in the course of a Project Interface activity.

Project Interface Parent/Guardian Signature \_\_\_\_\_

Ms. Erica Snelson  
Sr. Project Interface Facilitator  
Grand Center Arts Academy  
711 North Grand  
St. Louis, MO 63103  
PHONE: (314) 753-1791 FAX: (314) 371-4630  
E-Mail: erica.snelson@grandcenterartsacademy.org

### FOR OFFICE USE

Date Received \_\_\_\_\_

Signatures Complete \_\_\_\_\_

G.P.A. Validated \_\_\_\_\_

Recommendations Completed

# Project Interface Essay

Student Name \_\_\_\_\_

*Complete this application by answering the following questions in a 100 word or more essay:*

- **Why are you interested in your specific career choice?**
- **What do you hope to gain from an internship experience?**