

# PERFORMING ARTS ACADEMY

COURSE GUIDE  
2009-2010



P.O. BOX 1125 - HANGAR ONE NAES  
LAKEHURST, NJ 07733



## **ADMINISTRATION**

William P. Hoey, Jr., Superintendent

Nancy Weber-Loeffert, Assistant Superintendent

Frank Frazee, School Business Administrator/Board Secretary

Kevin Dineen, Principal of Student Services/Special Services

## **BOARD OF EDUCATION**

Nina Anuario, President

Joseph J. Harding, Vice-President

Dr. Dennis R. Cirone

Dr. Bruce Greenfield

Stephen Scaturro

Debra L. Ness, Treasurer

## **BOARD OF CHOSEN FREEHOLDERS**

John C. Bartlett Jr., Director

Gerry P. Little, Deputy Director

Joseph H. Vicari, OCVTS Liaison/Freeholder

John P. Kelly, Freeholder

James F. Lacey, Freeholder

**PERFORMING ARTS ACADEMY**

Karen Homiek, Principal

Christine Santasieri, Supervisor/Teacher

Robin DeRosa & Amanda Gruber, Guidance Counselors



**TABLE OF CONTENTS**

Message from the Principal .....4

Affirmative Action .....5

Mission Statement .....6

Graduation Requirements .....7

Marking System .....9

Grade Reporting.....9

Guidance Services .....10

Clubs and Activities .....12

English .....13

Mathematics .....16

Performing Arts .....18

Physical Education and Health .....23

Science .....25

Social Studies .....27

World Language .....29



## Principal's Message

The purpose of this Program of Studies is to serve as a resource to help students, parents and school personnel understand the content of the courses that comprise the core requirements of the Performing Arts Academy. State requirements for graduation, district requirements for graduation, and curricular design have all come together to forge a course of study designed to prepare our students for the rigors of college attendance and the world of work. All courses are aligned with the state mandated core curriculum content standards, thus preparing all students for the High School Proficiency Assessment (HSPA).

Students and parents are urged to review the listing of courses required for graduation, and to become familiar with the basic content of each course. The reader will note that freshman and sophomore year performance "major" class descriptions include comments regarding instruction in "minor" classes, giving students the opportunity to explore and grow beyond their initial career field.

Careful consideration will be given to assist students as they progress through their selection and placement to meet the requirements for graduation. The opportunity for selection of elective courses is minimal, due to the structure of our program. Our academy presently offers Honors level classes in English, Mathematics and Science.

Our goal is to ensure the success of each of our students in high school and throughout their adult lives. Understanding the requirements for graduation, and the courses offered along the way, is the focus of this Course Guide. I offer best wishes for an enjoyable and rewarding education experience at the Performing Arts Academy.

Karen Homiek

Ocean County Vocational Technical School District  
An Equal Opportunity Employer

**AFFIRMATIVE ACTION**

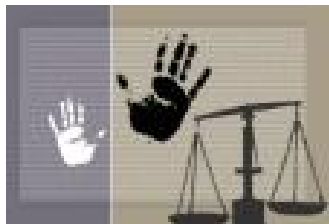
It is the policy of the Board of Education of Ocean County Technical School District not to discriminate in its technical programs, vocational opportunities, activities, employment practices or admission policies and practices on the basis of race, color, creed, religion, sex, ancestry, national origin, affectional and sexual orientation, disability or social or economic status. Lack of English language skills will not be a deterrent to admission to any program at the Ocean County Vocational Technical School District.

The Affirmative Action Policy, Comprehensive Equity Plan, and grievance procedures are located in the main office of the Ocean County Vocational Technical School Board of Education and in the main office of each school within the district.

**Affirmative Action Grievance Procedure**

Inquiries regarding affirmative action, discrimination (including Federal Title IX requirements), sexual harassment, or equity should be directed to:

Nancy Weber-Loeffert, Affirmative Action Officer  
732-240-6414



## **OCEAN COUNTY VOCATIONAL TECHNICAL SCHOOL MISSION STATEMENT**

The mission of the Ocean County Vocational Technical School system is to prepare students for job placement or further education leading to successful employment.

We develop partnerships with affiliated schools, parents, business, industry and community agencies to create and deliver opportunities for students to participate in quality occupational programs and support services. These programs and services are designed to meet the needs of high school students and adult learners, as well as the requirements of employers, colleges, technical schools and the community. All students will achieve the New Jersey Core Curriculum Content Standards at all grade levels.

Our most important products are our quality graduates and our most important service is to provide them with skills for a lifetime.

We measure our success by:

- Enrollment in our programs
- Student attainment of marketable occupational skills
- Graduates capable and desirous of life-long learning
- Employer and graduate satisfaction
- Cost effectiveness of our total system
- Achievement of our graduates

### **MISSION STATEMENT**

The Mission of the Performing Arts Academy of the Ocean County Vocational School District is to provide an academically challenging education for creatively gifted high school students. Enhanced performing arts training will empower graduates with the practical skills for higher education and/or a professional career in the arts. Our unique teaching philosophy strives to incorporate the arts into all educational areas by integrating curriculum and by interaction with professionals from the arts industry.



## **CREDIT STRUCTURE AND GRADUATION REQUIREMENTS**

High schools in New Jersey may meet the state graduation requirements in whole or part in the following ways. District Boards of Education may determine and establish curricular activities/programs used in achieving the Core Curriculum Content Standards (CCCS) for promotion and graduation purposes. Curricular activities and programs may involve in-depth experiences linked to the CCCS, and interdisciplinary or theme-based programs, independent study, co-curricular or extra-curricular activities, student exchange programs, distance learning opportunities, internships, community service, or other structural learning experiences. District Boards of Education may utilize performance or assessment to approve student completion of progress and meeting /exceeding the CCCS, including those occurring all or in part, prior to a student's high school enrollment. Boards of Education may also recognize successful completion of an accredited college course that assures achievement of knowledge and skills that builds on and goes beyond the standards. This way of meeting the state graduation requirements in part is the Option II portion of graduation methods.

The purpose of Option II is to provide educational experiences that are meaningful and relevant, and to provide students with opportunities to explore and achieve at high levels. Option II allows local school districts to design and implement curricular programs that meet the needs of all students and get credit for learning experiences outside the classroom. Some of these experiences may provide real-world connections not available in the school setting. Other learning experiences may go beyond what the traditional high school can provide. Option II is designed to allow schools to provide or facilitate flexible educational experiences that maximize student achievement and success.

*The Performing Arts Academy offers Option II to students to fulfill some of the requirements for graduation in the State of New Jersey.*

According to the Ocean County Vocational Technical School Board of Education policy on the Performing Arts Academy graduation requirements,

students must successfully complete 160 high school credit hours or their college equivalent to graduate.

In addition to credit requirements, students must demonstrate proficiency on each section of the High School Proficiency Assessment (HSPA) or its equivalent. Minimum passing scores are set by the New Jersey State Department of Education.

**Summary of Credits:**

<b>Number of Credits</b>	<b>Course/s</b>
20	English
20	Mathematics
20	Science
10	United States History
5	World History
15	World Language (or up to Level III-Spanish)
15	Physical Education**
5	Health**
40	Visual/Performing Arts
2.5	Professional Internship
2.5	Economics
5	(Dance, Vocal or Acting) History and Theory

## MARKING SYSTEM

The following range of grades has been approved by the Ocean County Vocational Technical School Board of Education:

<u>Letter Grade</u>	<u>Numerical</u>	<u>Numerical</u>
<b>Marking Periods 1 and 3, Midterm Exam</b>		<b>Marking Periods 2 and 4, Final Exam</b>
A+	95-100	95-100
A	90-94	90-94
B+	85-89	85-89
B	80-84	80-84
C+	75-79	75 -79
C	70-74	70-74
D	66-69	66-69
F	60-65	0 - 65

I = Incomplete

X = Medical Exempt

NC = No Credit

## GRADE REPORTING

Student proficiency is measured by report card grades issued each semester and progress reports issued midway between each semester. Additional student progress updates are available at any time during the school year. Parents should contact their child's teacher and/or guidance counselor for such updates.

If parents/guardians have questions concerning the academic progress of their child or questions concerning their child's overall adjustment to the school they have several options:

1. Contact the classroom teacher via email, phone, or letter.
2. Contact the student's guidance counselor.
3. Contact the supervisor.

Only the final grade for each course appears on the student's permanent transcript.

**The Performing Arts Academy reports class rank.** All courses are instructed in block format. **Many core courses are instructed at an honors level.**



## **EXAMS**

### **Midterm and Final Exams**

Examinations will be given in all core courses. Courses averages are based on each quarter grade, the mid-term, and the final exam.



## **GUIDANCE PROGRAM**

The purpose of the Guidance Services Department is to help students learn to make their own decisions concerning life's many choices – educational, career/vocational, and personal. Students are encouraged to seek assistance from their counselors.

As fully as possible, Guidance Services will provide the information needed by students and parents/guardians to make informed decisions concerning students' educational programs. Available information will include test scores, grades, and educational history.

The Performing Arts Academy guidance staff is committed to providing high quality personal service in an atmosphere of trust and support.

Here are some reasons to see your counselor:

- Experiencing academic difficulty
- Personal problems that may impact academic performance
- To obtain assistance with the college search/ application/ admissions process
- To obtain information on scholarship, financial aid, and volunteer opportunities
- To explore career options
- To discuss post-secondary plans: college, work, military
- To help improve communication skills with teachers and parents



**The Performing Arts Guidance Department offers a wide range of services to all students:**

- Emphasis on individual counseling
- Large group counseling: Assemblies, Field trips, College visitations, National College Fair, OCPGA College Fair
- Small group counseling: College representative visits  
Personal growth
- Special Programs: Local scholarship program, Armed Forces recruiter visitations, Peer mentor program, Use of the internet for college and career planning; COIN; interest inventory; SAT/ACT practice tests also available
- Individual Counseling: Suicide intervention, Abuse intervention  
Academic counseling, Career counseling, Post-secondary education, Personal/social counseling
- Evening Programs – college planning: Back to School Night  
Financial Aid Night, Senior Awards Night
- Testing – State and District Testing Program:  
HSPA, PSAT, SAT – registration, ACT – registration



## **CLUBS AND ACTIVITIES**

There are numerous opportunities for social interaction, personal growth, development of social skills, improvement of performing arts abilities in the Performing Arts Academy clubs and activities. In addition our students have the chance to develop leadership ability, organizational skills and social awareness in these endeavors. Many of the clubs meet after school hours and as such, transportation from any activities held after school hours will be the responsibility of the student.

### **Clubs and Activities for 2009-2010**

Blackbox Players/Drama Club  
Dance Club  
Gay-Straight Alliance  
Interact (Rotary) Club  
International Thespian Society  
Literary Magazine  
Math League  
National Honor Society  
National Honor Society of Dance Arts  
PAA Performance Troop  
PTSO  
Senior Mentors  
Student Council (Freshman, Sophomore, Junior and Senior Classes)  
Technology Club  
Voice Ensemble/Chorale  
VICA/Skills USA  
Yearbook

## Course Descriptions and Selection



### English

#### **English 1**

English I is a survey course stressing reading, literary analysis and comprehension skills. Selected readings include works from around the world and classic literature is the textual focus. Writing activities are thematically linked to the readings and require students to make connections between what they read and real life experiences. In addition students practice writing to meet New Jersey Core Curriculum standards and to prepare for HSPA administration. Students study the works of a wide variety of authors both contemporary and classic and selected novels are part of the curriculum. Grammar comprehension is reinforced through direct instruction. A classical vocabulary program is utilized for SAT test-preparation, and research skills are reinforced via project work.

#### **English 2**

English II involves students in the experience of literature. Lessons are based on selections enabling students to practice reading strategies in a variety of challenging ways. Emphasis is placed on literary analysis, and literature instruction is coordinated with the course's textbook, as well as selected novels and plays. Drama units include the study of Ancient Greek theatre and Elizabethan Drama. A formal research project according to MLA standards is necessary for successful completion of the course. Student writing is aligned with New Jersey Core Curriculum standards and established guidelines: process writing and final product quality are stressed. Grammar is reinforced through direct instruction with a classical vocabulary program for test preparation.

### **English 3**

English III is a survey course that traces the roots of the American literary experience, from early Native American folk tales and folk lore, to modern American drama. Formal assessments allow students to apply newly acquired skills to each literary selection. Emphasis is placed on literary analysis, and text-based instruction is coordinated with classical and contemporary selections. The course is designed to meet the New Jersey Core Curriculum Content Standards for Language Arts as well as developing skills for successful completion of the High School Proficiency Assessment (HSPA) and Scholastic Aptitude Test (SAT). Students are required to complete a formal research project according to MLA standards in order to pass the course.

### **English 4**

English IV integrates the study of language and literature to strengthen personal literacy skills. Emphasis is placed on reading, textual analysis, cultural research, and composition. British literature is the textual focus. Text-based instruction is coordinated with classical and contemporary selections. Grammar is taught functionally and emanates from the literature, research and practical exercises taken from a variety of sources. The curriculum covers the skills of reading, writing, speaking and listening for students planning to attend college. Student understanding of grammar is reinforced through composition, and research skills are enhanced via project work.

### **Honors English**

In addition to our general English courses, we now offer Honors English at each grade level. Students enrolled in our honors courses will take a more in-depth view of topics, at a quicker pace. These courses have been developed to provide students with a rigorous curriculum that is expected to challenge their methods of thinking.

### **Journalism**

Journalism is a course that gives the student the opportunity to explore the world of print media. Students will investigate and define what news is and how news articles are composed and written. They will learn journalistic terminology and various writing styles. They will define what editorials, specialty and feature stories are, learn the

various types of headlines and their importance, and learn to write their own. They will learn terminology and techniques of layout, both of newspapers and periodicals. They will explore laws that are important to journalists, and what protection is offered by the First Amendment. They will explore careers in journalism.

### **Public Speaking**

The goal of the Performing Arts Academy is to educate our students to be competent and solid oral communicators that are able to adapt to personal, public, and professional situations in appropriate and productive ways. Additionally, students will be able effectively send and receive verbal and nonverbal messages in professional and non-professional forum. Topics such as listening, organizing and executing speeches, interpersonal communication, interviewing, and researching and presentation skills will be explored during this one semester course.

### **Creative Writing**

This course has been designed for the student who has a strong interest in developing a talent for writing. The basic tools for the creative writer are examined, and each student samples various modes of writing including the short story, one act plays, magazine writing and poetry. The emphasis of this course is assisting pupils to develop a writing style and a writing specialty. Students will work cooperatively to analyze and critique the submissions of colleagues. Some of the students work may be submitted for publication.



## Mathematics

### **Pre-Algebra**

This course will give the student a strong foundation in algebra while also preparing him or her for future study in geometry, probability, and data analysis. Topics will include variables, expressions, and integers, solving equations including multi-step equations and inequalities, factors, fractions, exponents, rational numbers, ratio, proportion, and probability, percents, linear functions, real numbers and right triangles, measurement, area, and volume, and finally data analysis and probability.

### **Algebra I**

This course is designed for students who have had experience with algebraic concepts at the middle school level. Students will build upon this foundational knowledge base through a variety of discovery style learning activities centered on the integration of technology. Topics will range from fundamental algebraic concepts to more advanced concepts like probability and data analysis. Students will explore various algebraic topics both numerically and graphically: operations with real numbers, linear equations and functions, the laws of exponents, quadratic equations and functions, operations with polynomials, an introduction to factoring, rational equations and functions, and operations with radicals. In addition, problem-solving strategies for both the High School Proficiency Assessment (HSPA) and the Scholastic Achievement Test I (SAT I) are stressed. Students will also use scientific/graphing calculators as a learning/discovery tool.

### **Geometry**

Students will explore Euclidean geometry, basic trigonometry and other areas of enrichment. By studying Geometry our students discover the tools and language to explore our physical world. We will use inductive and deductive reasoning to study the mathematics of shapes and volumes, points, lines and planes. In order to promote

higher level and self-directed learning, independent and cooperative projects are frequently assigned throughout the course. Knowledge of geometry is essential to predict and define patterns in our world.

## **Algebra II**

This course builds upon the solid mathematical foundation that was prepared in Algebra I. Daily homework assignments are a vital component of this course along with the ability to apply critical thinking skills. Students will revisit linear and quadratic functions that were first explored in Algebra I, but will now take their understanding to a deeper level. Students will then explore matrices as well as exponential, logarithmic, polynomial, rational, and radical functions. Graphs of these functions and their transformations will be emphasized, and the relationships among the functions will be explored. To deepen their understanding, students will make extensive use of graphing calculators throughout the course. Along these ends, emphasis will be on problem solving and applying mathematics to real-world problems.

## **Pre-Calculus**

Pre-Calculus is a comprehensive analysis course which focuses on algebraic and transcendental functions. As with all mathematics courses, daily out of class preparation is a vital component of pre-calculus along with the ability to apply higher level critical thinking skills. In addition to function analysis, topics include vectors, parametric equations, and computer algebra systems. There are several cooperative laboratory projects in which students model real-world data with relations and functions as well as solve rigorous problems that require the use of technology. The last quarter is devoted to a study of introductory calculus topics such as limits, continuity, and the concept of a derivative.



## **PERFORMING ARTS**

### **Acting**

#### **Performing Arts 1 - Acting**

First year acting majors will be introduced to various theatre designs, stage geography, theatre hierarchy, body positions for the actor, actor's vocabulary, breath & diction and relaxation & energizing. Skills will be refined through practice in improvisation and text. Students gain an understanding in how theatre developed and helped shape society through the world. Minor classes include: "Song & Dance for the Actor", "Ensemble Production", "Intro to Technical Theatre" and "Basic Set Construction & Safety".

#### **Performing Arts 2 - Acting**

Sophomore actors will continue to enhance their performance skills through play and character analysis, dramatic improvisation and contemporary scenes and monologues. Students will be introduced to playwriting, audition techniques and will also research the authors, plays and conventions of Ancient Greek and Roman theatre. Minor classes include: "Song & Dance for the Actor II", "Ensemble Production II", "Stage Management" and "Theatrical Lighting".

#### **Acting 1 & 2**

#### **Juniors/Seniors**

Acting majors will focus on various acting techniques and their founders, classical scene study and the production elements of one act plays. They will continue their studies in theatre history, covering Elizabethan and Renaissance theatre. They will research performing arts colleges and schools for further education and participate in at least one directing project during the year. Seniors will create a professional portfolio documenting all theatrical work. They will also study the conventions of 18<sup>th</sup> and 19<sup>th</sup> century theatre.

## Dance



### **Performing Arts 1 - Dance**

Basic concepts and principles of Ballet Technique will be covered with emphasis on body placement/alignment, basic body positions, ballet terminology, and barre work. Students will be introduced to Modern Technique through a "free-form" based movement class focusing on time, space and energy. Use of rhythm and dynamics will be introduced through different styles of Jazz dance (focus on Theatre Jazz). They will continue their studies with early dance history beginning with Renaissance dance and Louis XIV court dances. Students will also prepare for main-stage productions through intense repertoire rehearsals that take place during class time. All students will keep a dance journal to document their experiences in technique class. \*Freshmen Class Project- Black History Month Project (featuring African American Performing Artists)

Minor Classes include: Acting and Vocal/Music for Dancers, Ensemble Production, "Intro to Technical Theater" and "Basic Set Construction and Safety."

### **Performing Arts 2 - Dance**

Basic concepts and principles of Ballet will be revisited through daily barre work and center work during technique class. Adagio, petite allegro, and grand allegro work will be covered routinely. In Modern Technique students will be introduced to beginner concepts of both the Limon' Technique and Graham Technique. Students will also be introduced to elements of choreography through improvisation class. Dance History studies continue with the Romantic Period, Classical and Neo-Classical for Ballet History and an introduction to Modern Pioneers

for Modern Dance History. Students will learn how to maintain their body through Body Maintenance Class with focus on nutrition and eating disorders. Students will also prepare for main-stage productions through intense repertoire rehearsals that take place during class time. All students will keep a dance journal to document their experiences in technique class.

Minor Classes include: Acting and Vocal/Music for Dancers II, Ensemble Production II, "Stage Management" and "Theatrical Lighting."

### **Dance 1**

### **Juniors**

Basic concepts and principles of Ballet will be revisited through daily barre work and center work during technique class. Adagio, petite allegro, and grand allegro work will be covered routinely. Students will be introduced to a beginner level pointe class focusing on strengthening the feet and finding placement on pointe at the barre. In Modern Technique students will continue to participate in a "free-form" based movement class with focus on partnering and sharing weight. Students will also be introduced to an introductory level of Horton technique and beginner Graham technique. Use of rhythm and dynamics will be revisited through different styles of Jazz dance. (Contemporary Jazz) Students will be introduced to choreographic concepts through movement tasks, improvisation, classroom discussion and journal writing. Students will learn how to maintain their body through Body Maintenance Class with focus on body conditioning and intensive stretch. Dance History studies continue with world dance and cultural dance studies. Students will also prepare for main stage productions through intense repertoire rehearsals that take place during class time. All students will keep a dance journal to document their experiences in technique class.

\*Junior Class Project- College Research Project

### **Dance 2**

### **Seniors**

Basic concepts and principles of Ballet will be revisited through daily barre work and center work during Technique class. Adagio, petite allegro, and grand allegro work will be covered routinely. Students will continue with pointe work according to each individual's technique level. (pointe variations and pas de deux for the more advanced dancers) Modern Technique continues with "free-form" based movement as well as Beginner/Intermediate levels of various modern techniques. Use of rhythm and dynamics will be revisited through

different styles of Jazz dance.(Classical Jazz) Choreography studies will continue as students will create a dance composition piece using a minimum of 3 dancers. Students will learn how to maintain their body through Body Maintenance Class with focus on relaxation techniques and anatomy/injury prevention. Dance History studies will require students to review their studies from previous years in preparation for the NJ PA State Exit Exam. Students will also prepare for main-stage productions through intense repertoire rehearsals that take place during class time. All students will keep a dance journal to document their experiences in technique class.

\*Senior Class Project- Career Management, College Application Process.

## Vocal Music



### Performing Arts 1

### Voice

First year voice students will learn how to read and notate music including all of the major scales. They will learn how to sight-sing through solfege symbols and hand signs and number notation. They will learn to sing intervals up to the Perfect 5th. The students will learn about music genres and specific composers through reading and listening examples. Students will learn the fundamentals of healthy singing – including proper diaphragmatic breathing and breath support. They will learn the physiology involved in the breathing process. Students will be exposed to a Song Preparation Format, outlining all of the steps to being able to successfully portray a character through song. The students will be exposed to American Art Song and Musical Theater, as well as the proper accompanying diction.

## **Performing Arts 2**

## **Voice**

Students will learn how to read and notate all of the major scales and all of the white key minors (three forms). They will expand their sight-singing skills through simple melodies. They will learn to sing intervals up to the 8ve. They will learn to build basic triads. Students will continue to be exposed to all of the music genres and specific composers through reading and listening examples.

They will continue to learn the fundamentals of healthy singing. They will learn the physiology involved in the larynx and phonation. Students will continue utilizing the Song Preparation Format, expanding their repertoire to include Italian Art Song.

## **Voice 1 & 2**

## **Juniors/Seniors**

Students will learn how to read and notate all major, minor (three forms), whole-tone, and chromatic scales. They will expand their sight-singing skills through more complex melodies (modulation). They will learn to sing and take dictation, including intervals up to the 8ve, augmented chords, diminished chords, 7<sup>th</sup> chords, and simple melodies. They will learn to write basic harmonic progressions. Beginning piano will be offered. The students will continue to study all of the music genres and specific composers through reading and listening examples. They will learn basic structural forms in classical music.

Students will continue to learn the fundamentals of healthy singing. They will learn the advanced physiology of the larynx. They will be able to outline the entire process of phonation and breath support. Students will continue utilizing the Song Preparation Format, expanding their repertoire to include French and German Art Song. Opera/Operetta will be introduced and well as any necessary audition repertoire for college auditions.

# **Physical Education and Health**

## **Physical Education**

This course presents a full spectrum of knowledge and skill experiences in the area of physical education in order to equip students to maintain active lifestyles, identify fitness needs and objectives, and achieve well being throughout their lives. The course consists of planned learning experiences which will assist students in gaining understanding, attitudes and practices related to fitness, rhythm and cooperative activities as well as team and individual sports. Topics and activities will include good safety practices, terminology, biomechanical and physiological principles, concepts and principles of health-related fitness, personal and group fitness activities, fitness assessment, nutrition, consumer issues, and benefits of participation.

## **Health I**

The course emphasizes and promotes responsible student attitudes and behaviors in the pursuit of lifelong wellness. This course gives freshmen a foundation of knowledge to enable them to make healthy lifestyle choices, in addition to the state required ten hours of annual instruction in substance awareness for ninth grade students.

## **Health II (Driver's Education)**

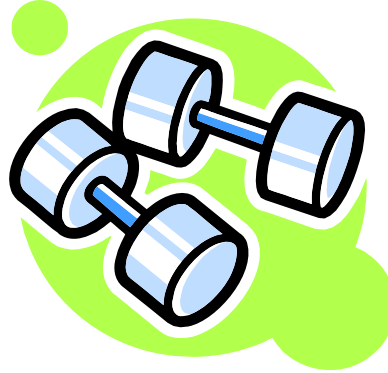
Sophomores will receive thirty hours of driver education theory and safety instruction in preparation for the NJ State Motor Vehicle written examination. This course is intended to prepare students to responsibly operate a motor vehicle in today's society. Students must, however, meet all State regulations and standards to qualify for a learner's permit.

## **Health III**

The course will provide Juniors with the essential tools and skills for making informed decisions, recognizing risk reduction and prevention strategies in the areas of optimum wellness, substance awareness and sexuality.

## Health IV

This course will provide Seniors with the essential tools and skills for learning behavioral changes that enhance each body system, injury prevention measures, different ways people express emotions, and substance awareness and sexuality. The course will also provide students with knowledge and skills necessary to respond appropriately to common first aid emergencies and CPR training.





## Science

### **Physical Science**

The Physical Science curriculum is designed to continue the investigation of the concepts that guide inquiry in science. Students will be engaged in traditional and experiential classroom activities as they explore various topics in science. Physical Science will provide a rich knowledge base as a foundation for the continued study of science. Among the topics in Physical Science are: astronomy, conservation of natural resources, plate tectonics, basic structure of the atom, the periodic table, chemical bonding and reactions, Newton's laws of motion, and selected topics in energy transformations and magnetism. Various instructional activities are included to aid in the student's understanding of the physical world around them.

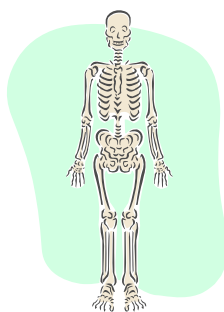
### **Biology**

Biology is an activity driven course that covers topics in great depth and at a fast pace. Out of class preparation is a vital component of this course along with the ability to apply critical thinking skills. Instruction will include inquiry-based learning along with traditional learning styles. The curriculum emphasizes cellular biology, levels of organization, photosynthesis and respiration, genetics, evolution, biodiversity and conservation. Students are exposed to a sampling of major living groups while utilizing the scientific method and are expected to expand their understanding of the framework of notes delivered in class by studying their text and outlining each unit. The rigorous nature of the material being taught at this level requires students to be both highly motivated and self-directed.



## **Chemistry**

This course encourages the development of higher-level thinking and problem-solving skills via self-directed activities and assignments. Out of class preparation is a vital component of this course along with the ability to apply critical thinking skills. Direct student experience is required in all lab exercises. Students will learn the basics of chemistry and use the periodic table as an information tool. Students will also learn about stoichiometry, atomic structure and theory, bonding, kinetic molecular theory, solutions and colligative properties, various equilibriums, kinetics, thermodynamics and electrochemistry. The scope of this course ranges from a study of the basic structure of matter to the complex reactions found in the chemistry of life. Students will also explore bonding, kinetic theory, and the nature of matter in solution.



## **Anatomy and Physiology**

The course content of human anatomy and physiology is devoted to the study of specific parts and systems of the human body. Students will learn how each part of the body is dependent for its survival and proper functioning upon the coordinated operation of all the other body systems. This course has an emphasis on those systems that are of most interest to the future performing artist such as the skeletal, muscular and cardiovascular systems. Anatomy and physiology is taught through class discussion, laboratory activities, specimen manipulation and dissection, field activities and computer simulation. This course is particularly critical to our performing arts students since their future livelihood is so dependent upon optimal body function in their craft.

## Social Studies



### World Cultures

World Cultures integrates the study of history and culture to foster awareness of the Modern World. The course concentrates on determining the historical origins of some of the challenges facing the world in the age of Globalization. Students will first examine the cultures that existed in the Middle East, Asia, Central and South America, and Africa prior to the Age of Exploration and the Industrial Revolution. They will then study how exposure to the European powers and the impact of the Industrial Revolution affected the aforesaid cultures and led to their state in the age of Globalization. Emphasis is placed on cultural research and the reinforcement of Social Studies skills.

### United States History I

US History I concentrates on “chapters” in American history through engagement with the words of the individuals who contributed to the “story” of the United States. US History I addresses “chapters” in the “story” of America from the American Revolution to the Progressive movement. Students will trace the political, economic, cultural, and geographic development of the United States of America. Emphasis is placed on the close reading of historical documents, textual analysis, historical research, and the reinforcement of Social Studies skills.

### United States History II

US History II examines the Age of Expansion, Progressivism, our nation’s involvement in World War I and Vietnam, and concludes with an analysis of post-9/11 America. Emphasis is placed on the close reading of historical documents, textual analysis, cultural and historical research, and the reinforcement of Social Studies.

## **Economics**

The goal of the 10-week senior economics course is for students to demonstrate a basic understanding of economics, with a concentration on micro-economics. Students will be introduced to several topics in macro economics, and be required to understand basic workings of the stock market, supply and demand, basic business practices, and societal economic challenges. In micro economics, students will gain a secure hold on their personal financial future. This extended unit will illustrate economic concepts by using real-world examples that connect directly to students' lives.

At the culmination of 10 investigative weeks of economics and financial literacy, students will be competent and thoughtful contributors to the fiscal mechanics of society.

## World Language



### **Spanish I**

Spanish I is a foundation course for students with little or no experience in the study and use of the Spanish language and understanding of Latino and Iberian cultures. Students will engage in real-life communicative situations starting with listening and speaking activities and gradually integrate these with reading and written skills. This communicative approach utilizing conversational language, supported by an understanding of the building blocks of language, forms the basis for future success. Students will practice building vocabulary and learn proper pronunciation and the aspects of masculine and feminine nouns. Progress will be assessed through a combination of rubric-specific, performance-based activities and objective evaluations. Some students who have been exposed to Spanish in their previous school districts will be placed in Spanish I, to strengthen their foundations.

### **Spanish II**

Spanish II reinforces and expands upon the communicative skills that were established in Spanish I to ensure successful transition into Spanish III while promoting a life-long love of learning and language. Practical oral use of the language as well as developing written skills will serve as a basis for continued growth. Attention to the exploration of Latino and Iberian cultures through Internet access will increase with and emphasis this year on Puerto Rican and Mexican studies. Students will do group projects in order to enhance their working knowledge of the language. Progress will again be assessed through a combination of rubric-specific, performance-based activities and objective evaluations.

## Spanish III

Spanish III reinforces and expands upon the communicative skills that were established in Spanish I and II, to ensure solid growth towards practical use of the language and success as a life-long learner of Spanish. As such, study of the culture of Spain and Ecuador is included as an integral part of this course. Students are expected to develop oral and written language proficiency through a series of authentic performance-based activities. Students must demonstrate independence and self-direction, meet high evaluation standards, and assume ownership of their academic work. While a communicative approach leading towards a life-long love of the language continues to be its basis, increased emphasis is placed on language usage skills found at this level. Internet resources and varied media complement the program.



