Manteo High School Elective Course Descriptions

English/World Language Electives

Spanish I

Students in Spanish I will: 1) use single words and simple, memorized phrases in presentations to identify the names of people, places, and things; 2) use the language to recite memorized poetry and songs from the target culture; 3) use appropriate pronunciation to present memorized phrases; 4) use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience; 5) use single words and simple, memorized phrases to name common objects and actions related to other disciplines; 6) use readily available technology tools and digital literacy skills to present in the target language; 7) identify arts, sports, games and media from the target culture; and 8) understand roles in school or community traditions related to the target culture.

Spanish II

Students in Spanish II will: 1) use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings; 2) use the language to recite and act out simple poetry and songs from the target culture; 3) use appropriate pronunciation and voice inflection in spoken presentations; 4) use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation; 5) use memorized words and phrases to describe common objects and actions related to other disciplines; 6) use readily available technology tools and digital literacy skills to present academic information in the target language; 7) use memorized words and phrases to describe arts, sports, games, and media from the target culture; and 8) use memorized words and phrases to participate in school or community events related to the target culture.

Spanish III Honors

Weighted credit

Students in Spanish III will: 1) create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics; 2) use the language to recite and act out poetry, songs and simple stories from the target culture; 3) produce simple dialogues and short skits using familiar structures and vocabulary; 4) use the target language to give short spoken or written presentations about familiar academic topics; 5) produce a

sequence of simple phrases and short sentences relating common themes in other disciplines; 6) use readily available technology tools and digital literacy skills to present academic information in the target language; 7) use simple phrases and short sentences to describe arts, sports, games, and media from the target culture; and 8) use simple phrases and short sentences to present information in school or community events related to the target culture.

Spanish IV Honors

Weighted Credit

Spanish 4 Level 1 provides students the opportunity to further develop, improve and refine their listening, speaking, reading and writing skills. Emphasis continues to be placed on listening skills with additional emphasis on reading and writing in the target language. Supplementary materials are implemented to enhance language use. Students experience multiple opportunities to demonstrate their proficiency in Spanish in different contexts. Aspects of contemporary Hispanic culture are emphasized through cultural readings, media, games, and class discussions. Assessment of student performance is identified through written tests and quizzes. In addition, students may also be assessed by means of oral tests, spoken dialogues, presentations, short compositions and other displays. Homework assignments are an integral part of this course. They reinforce concepts/skills introduced and explored in class, which enable students to participate in class discussions and activities in a meaningful way. Completion of homework assignments is essential to being successful in this course.

AP Spanish

Weighted credit

Students in AP Spanish will: 1) use a series of connected sentences in presentations to describe experiences, events, and opinions; 2) use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture; 3) summarize familiar topics with many details in order to describe and/or explain; 4) summarize academic content with many details to give spoken or written presentations about familiar topics; 5) describe events and opinions using a series of connected sentences to present familiar content from other disciplines; 6) use readily available technology tools and digital literacy skills to present academic information in the target language; 7) use a series of connected sentences to describe arts, sports, games, and media from the target culture; and 8)use the language in school or community activities related to the target culture.

Creative Writing I

This is an elective course that focuses on the study, criticism, and writing of fiction, nonfiction, poetry, and drama. Students participate in writing exercises designed to facilitate their creative process. Students are required to enter selections of their original poetry and prose works in a number of writing contests. Students will create a portfolio to showcase their writings, which will be used as the course exam.

Creative Writing II

Creative Writing II is an extension of the skills and genres learned in Creative Writing I. Students will accomplish more detailed and comprehensive works of writing, including self-contracted assignments approved by the instructor.

Students will focus on publishing works in outside venues and entering writing contests. Students will create a portfolio, which will be used as the course exam, to showcase their writings.

Creative Writing III

This course is designed for students who are interested in continuing to work on their writing skills. Students work more independently than in previous courses.

Introduction to Publications

This is an entry-level class for students interested in writing for the school newspaper or yearbook. Students will be able to explain commonly used terms and concepts as they study cloud computing, advertising, media history and law, journalistic writing, newspaper and yearbook design, and desktop publishing. Through routine analysis of news and extensive writing, students will become more critical readers and viewers of contemporary media. Students will use technology daily including the Internet, to produce, publish, and update individual or shared writing products. Students are required to sell advertising for the newspaper and yearbook as a component of the advertising unit.

Newspaper 1 (Journalism I)

Prerequisite: Introduction to Publications

Journalism I provides students with an opportunity to master the skills of newspaper production. As students develop and strengthen writing through planning, revising, editing, and rewriting, they will refine their journalistic skills taught in Introduction to Publications. Students will use technology daily including the Internet, to produce, publish and update individual or shared writing products and will master page production in desktop publishing. Students are required to sell advertising for the newspaper and yearbook as a component of the advertising unit. Students must also be willing to work after school to ensure that the newspaper meets its deadlines.

Newspaper 2 (Journalism II)

Prerequisite: Journalism I

Journalism II students plan, write, edit, design, and publish the school's print and online news publications. These students are part of a team that manages production and finances for the publication and are required to sell advertising for the newspaper and yearbook. Journalism II students will continue to develop and strengthen writing through planning, revising, editing, and rewriting as they polish editorial skills and assume management responsibilities. Students will use technology daily including the Internet, to produce, publish, and update individual or shared writing products and will master page production in desktop publishing. Students must also be willing to work after school to ensure that the publications meet its deadlines.

Yearbook I (Publications 1)

Prerequisite: Introduction to Publications

Yearbook I provides students with an opportunity to learn the art and business of publishing a scholastic yearbook as they build individual responsibility and gain valuable experience working as a member of a team. As students develop and strengthen writing through planning, revising, editing, and rewriting, they will refine the journalistic skills taught in Introduction to Publications. Students will use technology daily including the Internet, to produce, publish, and update individual or Shared writing products and will master page production in desktop publishing. Students will also learn basic photojournalism skills. Students are required to sell advertising for the newspaper and yearbook as a component of the advertising unit. Students must also be willing to work after school to ensure that the yearbook meets its deadlines.

Yearbook II (Publications 2)

Prerequisite: Yearbook I

Yearbook II students plan, write, edit, design and publish the school yearbook. These students are a part of a team that manages production and finances for the publication and are required to sell advertising for the newspaper and yearbook. Yearbook II students will continue to develop and strengthen writing through planning, revising, editing, and rewriting as they master page production in desktop publishing and photojournalism skills. Students will use technology daily, including the Internet, to produce, publish, and update individual or shared writing products. Students must also be willing to work after school to ensure that the yearbook meets its deadlines.

Yearbook III (Yearbook Editing)

Prerequisite: Yearbook II

Students in Yearbook III are the leaders of the school yearbook staff and are generally a part of the editorial board that governs the day-to-day operation of the yearbook. These students plan, write, edit, design and publish the school yearbook. As a part of a team that manages production and finances for the publication, these students are required to sell advertising for the newspaper and yearbook. Through planning, revising, editing, and rewriting, Yearbook III students will continue to develop and strengthen writing as they polish the desktop publishing and photojournalism skills needed to produce an award-winning publication. Students will use technology daily, including the Internet, to produce, publish, and update individual or shared writing products. Students must also be willing to work after school to ensure that the yearbook meets its deadlines. This course may be repeated for multiple credits.

Yearbook Editing Honors

Weighted Credit

Students in Yearbook Editing Honors are the primary editors of the school yearbook and are in charge of the day-to-day operation of the publication. As a part of a team that manages production and finances for the publication, these students are required to sell advertising for the newspaper and yearbook. These students continue to study and implement layout and design as they plan, write, edit, and publish the school yearbook but also must learn how to be effective leaders as they serve in a supervisory position. Students will use technology daily, including the Internet, to produce, publish, and update individual or shared writing products and will master page production in

desktop publishing. Students must also be willing to work after school to ensure that the yearbook meets its deadlines. Honors credit is awarded to those whose work exceeds that of others in the non-honors portion of the class and is earned through portfolio preparation, participation in state, regional, and/or national workshops, staff training, and competencies in desktop publishing and photojournalism. This course may be repeated for up to two credits.

Health and PE Electives

Weight Training- Level I, II, III Honors, IV Honors

Prerequisite: Health and Physical Education

Students will be introduced to strength training as a lifetime activity for a healthy lifestyle. Strength training and conditioning will improve students' academic/athletic performance, self-efficacy, and enhanced self- esteem. Various workouts will be administered and intensity will increase as does the student's strength and adaptability to the exercises. All students will dress out, stretch out, and work out daily.

Athletic Training I

This is an introductory course to the allied health profession of athletic training. Students will be exposed to the multidisciplinary field of sports medicine with a special emphasis on athletic training. Upon completion of the course, each student will obtain American Red Cross Certification in First Aid/CPR/AED. Students will apply their knowledge of basic human anatomy, biomechanical concepts related to sports, exercise physiology, and kinesiology to the prevention, recognition, evaluation, and immediate care/management of athletic injuries. Students will also analyze the basic components of therapeutic exercise (physical therapy) as it relates to rehabilitation and reconditioning of athletic injuries.

Athletic Training II

In this course, students will be assigned to an athletic team. They will be required to attend all practices/games and travel with their assigned team. Students will be trained to assist coaches with the recognition, evaluation, treatment, and rehabilitation of athletic injuries. Class time will require students to serve as an assistant to the athletic trainer and review the principles of athletic training.

Sports Management

Prerequisite: Health and Physical Education

The High School Sports Management course offers students a dynamic exploration into the exciting world of sports administration and event coordination. This comprehensive program equips students with essential skills and knowledge to understand the behind-the-scenes operations that drive successful sports programs. Through a combination of classroom instruction and hands-on experiences, students will delve into key aspects of sports management, including budgeting, facility management, event planning, marketing, and leadership. Students will gain practical insights into organizing sporting events, managing teams, and coordinating logistics, preparing them for potential roles in sports administration, athletic departments, or event management. Industry professionals and guest

speakers will provide real-world perspectives, enhancing students' understanding of the evolving landscape of sports management. After school service hours are required.

Interdepartmental Electives

AVID (Advancement Via Individual Determination)

Selection determined by application and interview (attendance, discipline records, grades and attitude are included in criteria). This course provides intensive support for academically average students who plan to attend college and who strive for success in honors and AP courses. This course may be repeated for additional credit.

Peer Power

This course will appeal to students interested in teaching, health occupations, or the development of healthy communities. ***Selection of students in grades 10-12 for this course is determined by application and interview*** (attendance, discipline records and attitude are included in criteria). Instruction includes mentoring relationships, communication and presentation skills, chronic disease prevention principles and stages of change theory. Under the supervision of a certified health educator, peer health educators will develop and pilot behavior modification assignments and other health education activities to assist middle school students in changing behaviors related to smoking, nutrition or physical activity. High school students will also provide web-based peer mentoring related to targeted health behaviors of middle school students.

Science Electives

Human Anatomy & Physiology Honors

Weighted Credit

This course is recommended for students interested in pursuing health related occupations. This course is the study of the organization and function of human body systems and their interaction with each other in maintaining homeostasis. This knowledge permits predicting how a cell, organ, or organ system will respond to various stimuli and how this response affects the whole body. Multiple dissections, microscope use and laboratory experiments are required components of this course.

Forensic Science Honors

This is an upper level multidisciplinary course that includes biology, chemistry, zoology, anatomy, genetics, physics, medicine, math, statistics, earth science, sociology, psychology, communications and law. It is activity driven and inquiry- based. The course sharpens observation skills, deductive reasoning and analytical thinking. This course will present the scientific principles and laboratory/field methods forensic scientists use to solve problems. Students will take on various roles of crime scene investigator and medical examiner in order to collect and evaluate evidence in a problem solving environment. Application of state and federal law regarding evidence handling and use in trial will offer dynamic opportunities for research. Topics include DNA technology, toxicology, anthropology, botany, entomology, evidence law, criminalistics and career opportunities for research. Outsides guest speakers and/or field trips may be scheduled.

Social Studies Electives

AP Psychology

Weighted Credit

This course introduces students to the study of human behavior and mental processes. Students learn about people and studies that have shaped the field, explore and apply psychological theories, and key concepts associated with topics such as biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior and social psychology. Psychological research methods are employed as well as ethical considerations, use of scientific method, analysis of bias, etc.

Career and Technical Education Electives

Career Management

Prerequisite: None

Aligned Career Technical Student Organization: Various

Aligned Industry Credential:

- Conover Credential Workplace Readiness

Description: This course gives students a competitive advantage through valuable leadership, career development, career management, essential employability skills, and communication skills. Students will discover their personal learning style, develop their speaking skills, and build team management skills.

Marketing I

Prerequisite: None

Aligned Career Technical Student Organization:

- An Association for Marketing Education Students (DECA); Future Business Leaders of America (FBLA) Aligned Industry Credential: Refer to the NC CTE Course Management System (CMS) for the current list of aligned credentials

Description: This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Also students develop an understanding of marketing functions applications and impact on business operations. Conceptualize a comprehensive marketing plan. Gain the knowledge and skills for careers in marketing.

Marketing II

Prerequisite: Marketing I

- Aligned Career Technical Student Organization(s): Future Business Leaders of America (FBLA)
- Aligned Industry Credential: TBD

Description: Understand marketing mix strategies and the marketing model. Explore the role of marketing research, marketing data, and marketing communications. Apply knowledge to prepare a strategic marketing plan. Gain knowledge and skills for careers in marketing.

Food and Nutrition I

Prerequisite: None

Aligned Career Technical Student Organization:

- Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential:

- ANSI- Accredited Food Handler Certificate

Description: This course examines the nutritional needs of the individual. Emphasis is placed on fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management.

Food and Nutrition II Honors

Weighted Credit

Prerequisite: FN41 Foods and Nutrition I

Aligned Career Technical Student Organization:

- Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential:

- ANSI Approved Certified Food Protection Manager
- Pre-Professional Assessment and Certification in Nutrition, Food, and Wellness

Description: In this course, students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage food safety; plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines.

Child Development

Prerequisite: None

Aligned Career Technical Student Organization:

- Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential: None

Description: This course introduces students to responsible nurturing and basic application of child development theory, beginning with prenatal development up to children age 5. Areas of study include effects of family on individuals and society; prenatal development and care; understanding how children develop; and care of infants, toddlers, and preschoolers.

Early Childhood Education I Honors

Prerequisite: Students must be 15 by September 1; FE60 Child Development is the prerequisite course.

Aligned Career Technical Student Organization:

- Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential:

- CPR/AED
- First Aid
- North Carolina Early Childhood Credential Equivalency (NCECC)

Description: This two-credit course prepares students to work with children in early childhood education settings. Topics of study include historical, theoretical, and philosophical foundations of the profession, the structure of early childhood programs, connecting appropriate learning activities and teaching strategies to developmental needs of children, inclusive environments, communicating expectations, setting limits, and guiding behavior, as well as personal growth in the field of child development. An internship makes up 50 percent of instructional time. Due to student participation in internships at early childhood centers that are licensed by the Division of Child Development and Early Education, students must be 15 years of age before September 1.

Early Childhood Education II Honors

Weighted Credit

Prerequisite: FE11 Early Childhood Education I

Aligned Career Technical Student Organization:

- Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential:

- CPR/AED
- First Aid
- North Carolina Early Childhood Credential Equivalency (NCECC)

Description: This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and childcare settings. Areas of study include program planning and management, developmentally appropriate practice, procedures, and strategies for working with special groups of children, career development and professionalism. An internship makes up 50 percent of instructional time.

Health Science I

Prerequisite: None

Aligned Career Technical Student Organization:

- Future Health Professionals (HOSA)

Aligned Industry Credential:

- First Aid

Description: This course is developed to focus on human anatomy, physiology, and human body diseases and disorders, and recognizing and responding to first aid emergencies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content.

Health Science II

Prerequisite: Health Science I

Aligned Career Technical Student Organization:

- Future Health Professionals (HOSA)

Aligned Industry Credential:

- Basic Life Support
- OSHA 10-Hour Industry (Healthcare) Certification
- Stop the Bleed

Description: This course developed to help students expand their understanding of the healthcare industry, including employability skills, safety and infection control procedures, and clinical skills used by allied health professionals. In addition, students will demonstrate their understanding of cardiovascular and respiratory systems by applying BLS CPR skills. Projects, teamwork, and demonstrations serve as instructional strategies to reinforce the curriculum content.

Construction Core

Prerequisite: None

Aligned Career Technical Student Organization:

- SkillsUSA

Aligned Industry Credential:

- NCCER - Construction Core

- OSHA 10-Hour Construction Industry Certifications

Description: This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawing blueprints, material handling, basic communication skills, basic employability skills, and “Your Role in the Green Environment”. The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint.

Carpentry I

Prerequisite: IC00 Construction Core

Aligned Career Technical Student Organization:

- SkillsUSA

Aligned Industry Credential:

- NC NCCER Credential - Carpentry I

Description: This course is designed for students to develop basic carpentry terminology and technical aspects of carpentry with emphasis on the development of introductory skills to include orientation to the trade, building materials, fasteners, and adhesives, hand and power tools, reading construction drawings, specifications, and layouts, floor system construction procedures, wall systems, and basic stair layout.

Carpentry II Honors

Weighted Credit

Prerequisite: IC21 Carpentry I

Aligned Career Technical Student Organization:

- SkillsUSA

Aligned Industry Credential:

- NC NCCER Credential - Carpentry II

Description: This course builds on skills mastered in Carpentry I and provides an emphasis on roof framing procedures, roofing applications, thermal and moisture protection, windows and exterior doors installation, exterior finishing, and the introduction to weatherization module (supplemental).

Adobe Visual Design I

Prerequisite: None

Aligned Career Technical Student Organization:

- SkillsUSA

- Future Business Leaders of America (FBLA)
- Technology Student Association (TSA)

Aligned Industry Credential:

- Adobe Photoshop
- Adobe Illustrator

Description: In this course, students develop skills that lay the foundation for photography and producing print-ready communications: graphic design principles, visual comps, illustration, print production development, shared project management skills such as interviewing and project scheduling, peer review, and redesign. Project activities focus on developing effective communications that can be deployed in print, web, or video. Students develop a variety of images, such as raster-based graphics, logos, advertisements, posters, and illustrations. They produce design documents and visual comps that clients review. Students culminate the semester with a portfolio project, reflect on the skills and topics covered thus far, and begin exploring the career areas that

interest them in visual design. This course is aligned to the Adobe Certified Associate Photoshop and Adobe Certified Associate Illustrator certification.

Adobe Visual Design II Honors

Weighted Credit

Prerequisite: II41 Adobe Visual Design I

Aligned Career Technical Student Organization:

- SkillsUSA
- Future Business Leaders of America (FBLA)
- Technology Student Association (TSA)

Aligned Industry Credential:

- Adobe InDesign

Description: This course builds on student design and development skills by focusing on longer print production projects as well as more in-depth content and advanced techniques for graphics and layout development. Students continue to produce rich print communications as they focus on effective graphic design, project management, design specifications, and iterative development. Students develop graphic design and print production skills that solve specific communication challenges to meet client and audience needs. This course is aligned to the Adobe Certified Associate InDesign certification, and also integrates Adobe Photoshop and Adobe Illustrator skills.

Adobe Video Design I

Prerequisite: None

Aligned Career Technical Student Organization:

- SkillsUSA
- Future Business Leaders of America (FBLA)
- Technology Student Association (TSA)

Aligned Industry Credential:

- Adobe Premiere Pro

Description: Discover the legal, technical, and editorial principles employed in the video industry necessary to understand ethical implications before engaging in a film project. Work collaboratively to conceive, plan, and execute production plans to create audio and video assets. Use Adobe Premiere Pro features to edit audio and video clips to create and publish a range of video products. Gain the knowledge, skills, and credentials necessary for successful discovery and navigation of exciting career possibilities in the Arts, A/V Technology, and Communications cluster.

Adobe Video Design II

Prerequisite: Adobe Video Design I

Aligned Career Technical Student Organization:

- SkillsUSA
- Future Business Leaders of America (FBLA)
- Technology Student Association (TSA)

Aligned Industry Credential: Refer to the NC CTE Course Management System (CMS) for the current list of aligned credentials.

Description: Engage in the preproduction, production, and post production processes of video creation. Develop digital media products in the fields of audio, news-style video, and interview-style video. Design social media products to be used on multiple platforms using cinematic storytelling elements. Gain knowledge and skills for careers in the Adobe Video Design pathway.

CTE Advanced Studies Honors

Weighted Credit

Prerequisite: Two technical credits in one Career Pathway

Aligned Industry Credential: None

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research

paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

*What is a completer course?

A completer course is the second or third course in a series that builds upon skills acquired in the previous course(s). A completer course has a prerequisite also referred to as a foundation course. A foundation course provides fundamental knowledge and skills needed for student success in secondary and postsecondary education and careers in the Career Cluster.

**What is a Career Cluster?

Career Clusters are groupings of occupations used as an organizing tool for curriculum design and instruction.

What is an enhancement course?

An enhancement course augments related knowledge and skills developed in foundation courses and provides for success in postsecondary education and careers in the Career Cluster.

Career Exploration Internship Honors

Weighted Credit

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. A student will not be allowed to intern in their family business, unless specific permission has been granted by the school principal. Students will be required to perform a minimum of 120 hours of work experience, reflect on their experience in a journal, meet weekly with the internship coordinator, and complete a Career Development Portfolio documenting the competencies gained through the experience. During the regular school year, juniors and seniors may receive release time to participate in internships. Students must complete an application and be interviewed by the internship coordinator prior to beginning an internship.

Fine Arts Electives

Theatre Arts I

Students will study Pantomime, Voice, Reading and Writing Scripts following traditional plot order, Improvisation, and Characterization. They will view formal and informal dramatic production from class level to a professional production. Students will identify plot structure and themes within a production scene by scene and discuss mood and theme felt by the audience after reading or viewing a production. Students will also observe and discuss necessary technical work that goes into productions including costumes, set, props, sound, lighting, and structure/organization of all the elements, focusing on what impact these technical elements have on the production. Students will use theatre as a tool to reenact

historical world events or participate in and analyze historical events through role play. In discussing theatre history, students will learn about the different cultures, where events occurred geographically, and how the economy and governments functioned at that time. Students will demonstrate appropriate theatre etiquette every time they function as an audience member, performer or technical member.

Theatre Arts II

Students will demonstrate how pantomime is instinct and innate through action and reaction. They will demonstrate general knowledge of vocal elements in all student performances. Students will rewrite well known stories/scripts in order to warp old ideas or explore current events. Students will use elements such as improvisation and characterization in all student written scripts or scene work. Students will identify plot structure and themes within a production as a whole. They will begin to analyze the strengths and weaknesses of theatre artists concentrating first on individual student work and progressing to famous dramatists. Students will also begin to incorporate costume, set design, lighting, sound and makeup elements into their ten minute plays, and one-act productions. They must conceptualize the look they want on paper, research and bring plans to fruition. They will integrate theatre arts into concepts from other classes such as social studies, English and art so students can see theatre's cross-curricular importance and how functional it is in everyday society. They will discuss and demonstrate the importance of blocking and style in theatre with regards to performance, direction, and playwright intention/interpretation.

Theatre Arts III Honors

Weighted Credit

Students will demonstrate believable pantomimic expression through consistency, resistance, and over the top movement. They will use voice elements to help develop character. Students will take authorship in original monologues, skits, and scenes. They will further develop above skits and scenes through improvisation, observation, characterization and concentration to see how a work can always be improved upon. They will research, analyze, memorize, perform, and critique famous monologues. Students will begin reading and analyzing full length plays from theatre history and discuss plot structure, pacing, given the circumstances, and character development. They will discuss how products of the same show can be so different based on how each individual performer’s, directors’ and designers' interpretations differ. Students will discuss/observe/analyze how different technical elements affect the overall aesthetics of a show and what an audience base can take from that. They will troubleshoot technical problems as they arise in a play production or skit being performed by a class. Students will also study Theatre History to understand the role of theatre arts in the United States and how it has developed over time. They will analyze how audience etiquette originated and evolved over time. They will analyze how all theatre occupations and subjects are interrelated.

Theatre Arts IV Honors

Weighted Credit

Prerequisite: Theatre Arts I for technical theatre, Theatre III Honors

Students will differentiate between multiple characters played and the difference of how they would move, act, react, speak and express themselves. They will develop and work on character dialects through listening and practicing. They will continue to use constructive criticism in every performance so students are always aware of how to improve and grow as theatrical performers, writers, directors, and critics. They will use improvisation on a more advanced level with given prompts and situations. They will continue to interpret formal and informal scripts through theatrical presentations. Students will discuss and analyze the difference of plot structure, characters, circumstances and pacing

from genre to genre and across theatrical cultures. Students will be given a set of criteria to use in analyzing written scripts and complete an analysis based on that information. Students will apply technical theatre aspects, using practical application through stage design for main stage productions of a fall play and spring musical. Students will work in their area of interest within technical theatre after school and throughout the performance of the main stage production. Students will discuss how theatre arts affect the masses personally, culturally, and historically. They will study and take inspiration from world theatre and re-enact in order to more fully understand those cultures. They will discuss how to encourage and implement appropriate audience etiquette. They will continually integrate conventions and structures of theatre on a daily basis in class and in their personal lives.

Art I

Students in this beginning class will create art using a variety of tools, media, and processes, safely and appropriately. Media types include acrylic, tempera, watercolor, ink, charcoal, and other drawing and painting mediums. Students will apply creative and critical thinking skills to personal artistic expression and will be able to use the language of visual arts to communicate effectively. Students will be able to analyze and respond to their work and the work of others. Students will have a comprehensive understanding of the global, historical, societal, and cultural contexts of the visual arts as well as an understanding of the interdisciplinary, technological, and life applications that apply to the visual arts.

Art II

Intermediate students will continue to create art using a variety of tools, media, and processes, safely and appropriately. Media types include acrylic, tempera, watercolor, ink, charcoal, and other drawing and painting mediums. Students will apply creative and critical thinking skills to more personal artistic expression and will be able to use the language of visual arts more effectively to communicate their ideas. Students will be able to analyze and respond to their work and the work of others at a deeper level. Students will have a comprehensive understanding of the global, historical, societal, and cultural contexts of the visual arts as well as an understanding of the interdisciplinary, technological, and life applications that apply to the visual arts.

Art III Honors

Weighted Credit

Students will demonstrate proficiency as they continue to create art using a variety of tools, media, and processes, safely and appropriately. Media types include acrylic, tempera, watercolor, ink, charcoal, printmaking, chalk and oil pastels and other drawing and painting mediums. Students may explore more than one idea using a specific medium. Students will regularly apply creative and critical thinking skills to more personal artistic expression and will use the language of visual arts effectively to communicate their personal ideas. Students will consistently analyze and respond to their work and the work of others at a deeper level. Students will understand how global, historical, societal, and cultural contexts influences personal artistic choices. Interdisciplinary and technological resources will be used when applicable.

Art IV Honors

Weighted Credit

This level of advanced art involves more in-depth knowledge of processes, media, history, and the development of art. Students understand and apply all skills through a variety of media. Media types include acrylic, tempera, watercolor, ink, charcoal, printmaking, chalk and oil pastels and other drawing and painting mediums. Success at the honors level

requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students are encouraged to explore a variety of media, to produce experimental culturally significant works of art, and to gain an extensive knowledge of art history. Students will regularly apply creative and critical thinking skills to more personal artistic expression and will use the language of visual arts effectively to communicate their personal ideas.

AP Art

Choice of AP DRAWING or AP 2-D ART and DESIGN or 3-D ART and DESIGN

Weighted Credit

The Advanced Placement courses are an extension of the Art III & IV requirements, however, student work should be able to meet collegiate requirements. In an Advanced Placement Art and Design course students are expected to develop the skills that artists and designers use and create a portfolio of work containing two sections. These TWO components are: QUALITY (5 works demonstrate synthesis of materials, processes, and ideas using art and design skills.), and SUSTAINED INVESTIGATION (15 works that show in- depth student exploration of an idea or topic of their choice) Students are expected to develop mastery in concept, composition, and the execution of ideas. In an AP Art and Design course, you'll practice and develop these skills: Investigation - Investigating the materials, processes, and ideas that artists and designers use. Experimentation- Practicing, experimenting, and revising as you create your own work. Communication - Communicating your ideas about works of art and design.

Sculpture/Ceramics I

Students develop knowledge and technical abilities in three-dimensional design through the mediums of ceramics, paper Mache', wire sculpture…and more! Students will participate in a wide range of experiences using additive or subtractive sculptural techniques designed to build artistic and creative confidence. An appreciation for art from various cultures will be developed. Emphasis will be placed on technique, originality, planning and organizing three dimensional compositions. Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms.

Sculpture/Ceramics II

Prerequisite: Ceramics I

Students expand their knowledge and technical abilities in three-dimensional design through the medium of clay (hand building and/or wheel) and other sculptural materials (plaster, wood, wire, paper Mache, etc.). Form and shape are stressed using materials appropriate to sculpting. Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms.

Photography I

Recommended: DSLR camera with a memory card of at least 16 GB.

This is an introductory class which includes a survey of the following topics: the history of photography and its cultural significance, the basics of photographic composition which builds on the elements and principles of art, visual communication skills, basic digital photography, both camera operation and the digital darkroom utilizing Adobe Photoshop. There will also be an introduction to computer graphics, students will learn and use appropriate vocabulary to discuss photography and digital artwork. Students will need a camera for this class.

Photography II Honors

Weighted Credit

Requirement: DSLR camera with a memory card of at least 16 GB.

Photography 2 is a project-intense course that builds upon the knowledge and skills gained in Photography 1. New concepts of lighting, color, composition and design will be applied to such fields as portraiture, photojournalism, still life product shooting, mixed media and graphic design. Most Projects will be completed digitally, building on previously acquired digital camera knowledge and Adobe Photoshop. Additionally, they will write essays related to the projects and be able to explain and critique their works. This one semester course is open to students who have successfully completed the Photography I class.

Photography III Honors

Weighted Credit

This course is a continuation to the art of photography as well as digital design. Students will apply camera techniques and design theories learned in previous photo classes to develop their individual body of work. Students will create a work that is more technically refined and more intellectually challenging than the work they made in Photo II. Photography III students are expected to work more independently and to develop a personal artistic direction or theme. With an emphasis on studio production, this course is designed to develop higher level thinking, art-related technology skills, art criticism, art history, and aesthetics.

General Mixed Chorus

This entry-level music course is designed for students in grades 9-12 who enjoy singing. Students are expected to participate in rehearsals and performances. Training emphasizes the basics of vocal production and techniques, and learning how to read, interpret and perform music. Activities include: performing for school, concerts and community events. Music will include all styles from popular to classical, sacred and secular. Students will connect music to other arts, disciplines, and cultures. This course may be repeated each year for credit.

Symphonic/Marching Band

Concert /Marching Band is a progressive class based on the continual spiral focus of skill development and knowledge with each succeeding level adding new knowledge and higher skill development encompassing performance levels three and four. Skills developed in this band include: rhythm, performance, conducting and music reading. Knowledge is also expanded regarding symbols, terminology and other indications on various pieces of music. Experiences in both solo and large ensemble playing are ongoing features of this band. The essential intent of this class is to integrate perceptions of the instrument becoming an extension of the student as a means of personal, musical, social and emotional expression. Activities include: performing at all home football games and the occasional away game, marching competitions, parades, winter and spring concerts, school performances, some home basketball games and, if appropriate, All – District Auditions. This course may be repeated each year for additional credits.

String Orchestra

This course is offered year-long and meets four times per week from 7:00-8:00 am. Instruction involves method books, technical exercises and string literature, with emphasis on advanced techniques and performance. All styles and periods of music will be explored and performed. Each student is responsible for providing instruments. Concert attire required. Performances include school and community concerts throughout the year. This course may be repeated each year for credit.