

BARBARA INGRAM SCHOOL
FOR THE ARTS
2020-2021



PROGRAM OF STUDIES

WASHINGTON COUNTY BOARD OF EDUCATION

Melissa A. Williams	President
Stan E. Stouffer.....	Vice President
Pieter Bickford	Board Member
Jacqueline B. Fischer	Board Member
Michael L. Guessford.....	Board Member
Linda J. Murray	Board Member
Wayne D. Ridenour.....	Board Member
Christopher Mackley	Student Member

Dr. Boyd J. Michael Superintendent of Schools
Dr. April Bishop Deputy Superintendent
Dr. Peggy Pugh Associate Superintendent of Curriculum and Instruction
Dr. Rick Akers Director of Secondary Education and Student Services
Dr. Jeffrey Gladhill Director of Special Education
Jeremy Jakoby Director of Student Services, Counseling and Health

INSTRUCTIONAL SUPERVISORS

Drista Bowser Supervisor of Advanced Programs
Jona French Supervisor of Instructional Technology and Media Programs
Lura Hanks Supervisor of English Language Arts/Social Studies
Helen Huffer Supervisor of School Counseling
Maureen Margevich Supervisor of Testing & Accountability
Eric Michael Supervisor of Health, Physical Education and Athletics
Dr. Stephen Miles Supervisor of Visual and Performing Arts
Paula Moore Supervisor of World Languages and English Language Learning
Amy Seylar Supervisor of Science/Math
Cody Pine Supervisor of Career Technology Education
Micah Socks Supervisor of Visual and Performing Arts

THE BARBARA INGRAM SCHOOL FOR THE ARTS

The Barbara Ingram School for the Arts opened its doors for its first students in August 2009. The development of the school began in 2001 when Washington County Public Schools' Superintendent Dr. Elizabeth Morgan commissioned a study group, which proposed a school for the arts as a priority. The elected School Board formally accepted the recommendation in 2002. In 2003, Mr. Vincent Groh donated the former Henry's Theatre on South Potomac Street in Hagerstown to Washington County Public Schools in memory of his late wife. The Washington County Chamber of Commerce contributed funds for a feasibility study in 2004, and in the following two years community partnerships were formed and program and capital planning ensued. The Washington County Public Schools secured funding in 2007 for restoration and renovation of the building which serves as the center of the arts programs. Students benefit from a unique collaboration between the school system and downtown Hagerstown institutions. Students take their academic classes at the University of Maryland Hagerstown Center. The Maryland Theatre is home for many of the students' performances.

The Barbara Ingram School for the Arts opened its doors in 2009. In 2011, Barbara Ingram School for the Arts was named one of the New and Emerging Arts Schools in the nation by Arts Schools Network. Barbara Ingram, like other small programmatic schools in the county, offers an alternative educational pathway to match student need and passion to strive for success. US News and World report has selected BISFA as one of the top schools in the country for the past several years.

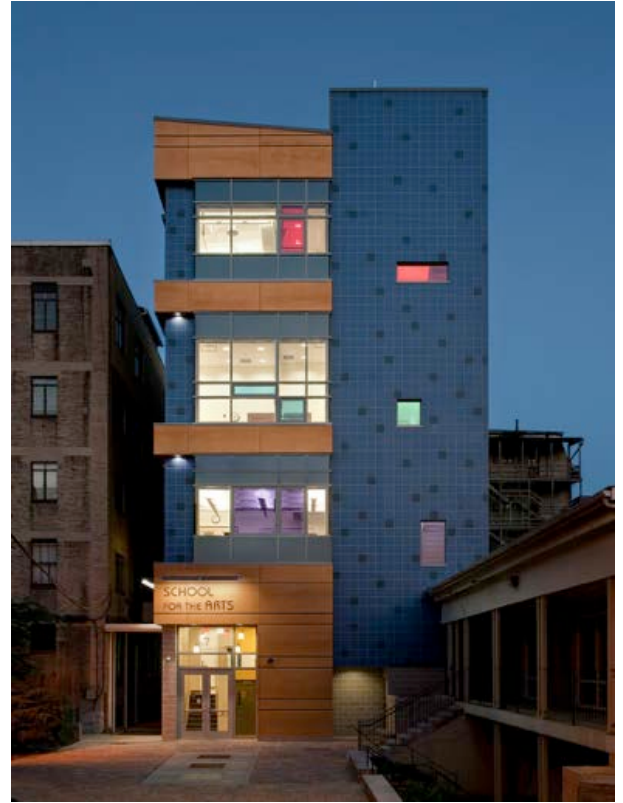


Photo Courtesy of Cho Benn Holback

Students attend Barbara Ingram School for the Arts based on an application and audition process. The school offers rigorous arts instruction and training in 8 areas of concentration:

- Dance
- Instrumental Music
- Creative Writing
- Theatre
- Visual Arts
- Vocal Music
- Computer Gaming and Animation
- Digital Communications

The Mission of the Barbara Ingram School for the Arts is to provide students with a rigorous, comprehensive, college preparatory curriculum rooted in intense, pre-professional training in the arts that encourages excellence and success in their personal development as students, artists, and cultural leaders.

The Vision of the Barbara Ingram School for the Arts is to provide a world class academic and arts education as the first arts magnet high school in Washington County and Western Maryland. The superior teaching and learning environment will enable students to study the arts for their intrinsic, aesthetic, cognitive, and cultural value. Through a program of individualized attention and personalization, students will be motivated to achieve in a challenging and supportive atmosphere that emphasizes a disciplined attitude and personal responsibility. Supportive parents, distinguished faculty, cultural institutions and university partnerships will collaborate to ensure that, upon graduation, students will possess the necessary skills to pursue a career in any field.

THE BARBARA INGRAM SCHOOL FOR THE ARTS

ACADEMIC EXCELLENCE

The Barbara Ingram School for the Arts is committed to excellence in academic course work as well as in the arts programs. Courses are taught at an honors level and students are expected to provide the necessary effort. Academic support will be provided for students needing assistance in any subject area.

ARTS CERTIFICATE PROGRAM

Barbara Ingram School students will earn a Barbara Ingram School Arts Certificate through the completion of an approved individualized program of study in Dance, Instrumental Music, Creative Writing, Vocal Music, Theatre, or Visual Arts. Program courses and descriptions are detailed in the following pages.

ARTS INTEGRATION

Teachers will utilize an arts integration and arts infusion approach to academic study. Arts integration deepens student learning and appreciation for the arts and can improve student learning and student achievement in all areas while appealing to the natural interests of Barbara Ingram students.

BARBARA INGRAM SCHOOL FOR THE ARTS FOUNDATION

The Barbara Ingram School for the Arts Foundation was organized in 2007. The mission of the Barbara Ingram School for the Arts Foundation is to advance exceptional arts education by providing resources and funding that supports the Barbara Ingram School for the Arts High School and arts education in our community. Parents are encouraged to support the foundation.

PARENT GUILD

The Barbara Ingram School for the Arts Parent Guild serves to support and promote the school mission and operation through communication and fundraising efforts. Parents are encouraged to join the Parent Guild.

SCHOOL DAY

Classes begin at 9:00 a.m. and finish at 4:30 p.m. The extended school day provides for a full schedule of academic classes as well as over three hours of arts instruction each day.

EXPECTATIONS FOR STUDENTS

Barbara Ingram students will adhere to the expectations as detailed in the Washington County Public Schools Handbook and Guide. Appropriate behavior is expected of students at all times. Students attend the Barbara Ingram School as a special permission student of Washington County Public Schools and may have their special permission rescinded as a consequence for inappropriate behavior or inadequate progress in arts or academics. Students must earn a minimum Grade Point Average of 2.0 overall and a 3.0 in their art's discipline to be invited to continue as a student each year.

SAFETY AND SECURITY

Barbara Ingram School students will be supervised by school staff during the school day including when students move between buildings. The school health clinic is located on the third floor of the Barbara Ingram building.

TRANSPORTATION

Daily bus transportation is provided between the Barbara Ingram School for the Arts and all Washington County Public School High Schools. In the morning, a student may ride the regular route bus to his or her area school from the stop near his or her home. A special bus transports students from each high school to downtown Hagerstown with a drop-off at the Barbara Ingram Arts building. In the afternoon students may ride a bus to the home area school for pickup by parents.

FOOD SERVICES

Lunch is available through Washington County Public Schools food services. Students may also bring lunch from home. Students eat their meals in the cafeteria on the first floor of the academic building. Please visit Food and Nutrition under the Parent/Student link on the WCPS website.

GRADUATION REQUIREMENTS

To earn a high school diploma, students must:

- Earn the minimum number of required credits
- Complete the requirements for a completer program
- Meet the state required assessments
- Complete a minimum of 75 hours of approved student service learning hours

Credit Requirements

The minimum credit requirements for graduation from Washington County Public Schools adhere to, but are not limited by, the standards established by the State of Maryland. Students must earn a minimum of 24 credits as outlined in the table below:

Credits	Subject	Requirements	Required Assessments
4	English	English 9-12 (or Honors English 9-12)	English 10 MCAP
4	Mathematics	1 Algebraic concepts 1 Geometric concepts 2 additional Mathematics credits Beginning with the 9 th grade class entering high school in 2014-2015, each student shall enroll in a mathematics course in each year of high school.	Algebra I MCAP
3	Science (Laboratory-based)	1 Biology 2 additional Science credits	HS-MISA/Biology MCAP
3	Social Studies	1 United States Studies II 1 Local, State, and National Government 1 World History	Government MCAP
1	Physical Education	Physical Education I	
1	Health/Life Skills	Health/Life Skills course	
1	Fine Arts	Any Fine Arts course	
1	Technology Education	Foundations of Technology or Introduction to Engineering Design	
6	Electives	Any elective courses	

Completer Requirements

Students must also earn credits to satisfy the **University of Maryland Completer Program** and/or a **Career and Technology Education Completer Program**. In addition to the requirements listed above, the University of Maryland completer requires 2 World Language credits in the same language, and 4 credits of mathematics. The 4 mathematics credits must include Algebra I, Geometry and Algebra II. Students who complete Algebra II prior to their final year must complete the four-year mathematics requirement by taking a course or courses that utilize non-trivial algebra such as Pre-Calculus/Trigonometry, Calculus, Statistics, and College Algebra.

Maryland Comprehensive Assessment Program (MCAP)

Students must take a combination of MCAP assessments for English 10, Algebra I, Science and Government. Students must achieve one of the following current criteria to meet that graduation requirement: 1. A passing score on each test. 2. A combined overall score equal to the combined minimum passing score of all required assessments. 3. A specific score on an MSDE approved comparable assessment(s). 4 Successful completion of the MCAP/Bridge Plan requirements.

Student Service Learning Requirements

Students must complete a minimum of 75 hours of Student Service Learning hours. Contact your school's Counseling Office for more information.

MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM (MCAP)

Maryland Assessments at the High School Level

The Maryland Integrated Science Assessment (MISA), Government HSA and the Algebra I and English 10 MCAP Assessments are challenging tests that students must pass to earn a Maryland high school diploma. They measure student achievement of the state's Maryland College and Career-Ready Standards (MCCRS), which are identified by the Maryland State Department of Education as the skills and knowledge necessary to show understanding of each course's content and which are embedded in the Washington County Public Schools (WCPS) essential curriculum. The courses associated with these assessments are typically taken during freshman and sophomore years. Some students take the MCAP Algebra I in Middle School.

High School Assessments

Students must meet the Maryland High School Assessment requirements:

- Take the MCAP in English 10, Algebra I, Science, and Government
- Pass all tests or
- Earn a combined score equal to the total of the three passing scores or
- Earn a passing score on approved substitute tests or
- Meet the MCAP requirements through successful completion of the Bridge Program

* The Biology HSA was replaced by the Maryland Integrated Science Assessment (MISA) beginning in 2017-18.

MCAP/MISA Graduation Requirements

To receive the Maryland High School Diploma, students will either:

Take and pass MCAP assessments in English 10, Algebra I, Government, and MISA or a state-approved substitute assessment, such as the Advanced Placement Test in the same subjects.

OR

Earn a combined score equal to the passing scores of required assessments. *Passing scores are as follows:

MCAP Assessment	Passing Score
Biology	400
Government	394
MCAP English 10	725**
MCAP Algebra I	725**
MISA	TBD

OR

Meet the requirements through the Bridge Plan for Academic Validation.

Note: Students taking the MCAP Algebra I and MCAP English 10 assessments in 2016-2017 school year and beyond are required to pass the assessments.

** The cutoffs for Algebra I/English 10 assessments is 725 for 2016-2017. An increase to 750 as a cutoff is under consideration.

* Not all assessments may be combined.

Assessment Outcomes

The following chart lists possible outcomes after taking the Maryland High School Assessment and MCAP

MCAP Course	+	Associated Assessment	=	Outcome
Pass		Pass		On track to receive Maryland High School Diploma
Pass		FAIL		Receive remediation and retake exam
FAIL		Pass		Retake course
FAIL		FAIL		Retake course and exam

Bridge Plan for Academic Validation Option

The Maryland State Department of Education recognizes that there will be some students who will struggle on the MCAPs, even after they take the tests several times and take advantage of academic remediation.

The Bridge Plan for Academic Validation is an alternative means to meeting the graduation requirements. The Bridge Plan is for students who have passed the MCAP-related course, but have not yet passed the associated assessment after two or more attempts.

Students utilizing the Bridge Plan to meet the assessment graduation requirements complete projects in the content areas to demonstrate their knowledge and skills of the course. The projects are evaluated by a panel of educators to determine proficiency in the content area. The Bridge Plan will not be required for students participating in the MISA during 2017-18 and 2018-19.

College and Career Ready Determination

The Maryland Legislature passed The College and Career Readiness and College Completion Act of 2013 (CCRCCA) in the spring of 2013. This legislation required specific action in regard to developing and implementing transition courses for high school students. Specifically, beginning in 2015-2016, all students shall be assessed no later than 11th grade to determine whether the student is ready for college-level credit-bearing course work in English language arts/literacy, and mathematics. By 2016-2017 MSDE, in collaboration with local school systems and public community colleges, shall develop and implement transition courses or other instructional opportunities to be delivered in the 12th grade to students who have not achieved college and career readiness by the end of 11th grade.

In Maryland, college and career readiness in terms of academic preparation was defined in the ESEA Flexibility Request, Principle I: College- and Career-Ready Expectations for All Students, and by the College Success Task Force as: The student is prepared to succeed in credit-bearing postsecondary introductory general education courses or in an industry certification program without needing remediation.

Grading/Honors Recognition

Grading

The Board of Education of Washington County recognizes its responsibility for assuring the practice of regularly reporting the progress of pupils as they proceed through their formal educational experiences. High schools will employ the practice of reporting pupil achievement as follows:

- 90-100 indicates performance that consistently exceeds Washington County standards and requirements;
- 80-89 indicates performance that consistently and occasionally exceeds Washington County standards and requirements;
- 70-79 indicates performance that meets Washington County standards and requirements;
- 60-69 indicates performance that minimally meets Washington County standards and requirements;
- 0-59 indicates failure to meet Washington County standards and requirements.

Additionally, student effort will be assessed and reported each marking period as follows:

- “ + ” indicates demonstration of outstanding effort;
- “ * ” indicates demonstration of average effort;
- “ - ” indicates the need to exert more effort;
- “ 0 ” indicates the failure to exert any effort.

Reporting Student Progress

Report cards are available in digital format to parents at the conclusion of each marking period. The interim/progress report reflects the progress of the student through the date of issuance and does not represent the marking period or final grade.

Promotion

Students in grades 9 through 12 earn credits for graduation through completion of courses. Students must have a minimum of four credits for promotion to grade 10, ten credits for promotion to grade 11, and sixteen credits for promotion to grade 12.

Weighted Quality Point Values

Weighted Quality Point Values are awarded to students who accept the challenges of more rigorous courses of study, while ensuring maintenance of a high grade point average (GPA). Rigorous courses are identified as receiving "accelerated credit," "AP credit," or "IB credit" in its course description. AP = Advanced Placement

Percentage	Standard Quality Point Value	Accelerated Quality Point Value	AP Quality Point Value
90-100	4.0	4.72	5.0
80-89	3.0	3.54	4.0
70-79	2.0	2.36	3.0
60-69	1.0	1.18	2.0
0-59	0	0	0

Honor Rolls and Graduation Honors

A student must have 80% and above in all subjects to be on the Honor Roll. To be on the Distinguished Honor Roll, a student must have all 90's and above in all subjects. Academic honors designation at commencement will be awarded as follows:

Highest Honors: Minimum 4.0 GPA, at least 14 credits in courses taken in high school (Grades 9-12) identified as Honors and/or AP/IB, and the completion of University of Maryland requirements

High Honors: Minimum 3.75 GPA, at least 12 credits in courses taken in high school (Grades 9-12) identified as Honors and/or AP/IB

Honors: Minimum 3.5 GPA

Maryland Scholars

The Maryland Scholars program is designed to encourage students to complete a rigorous course of study in high school to ensure that they are well prepared to succeed in college, the workplace, and in life. Students who participate in this course of study will contribute to a more highly skilled and productive workforce and a stronger, more prosperous economy. Maryland Scholars

Requirements:

- 4 credits of English
- 4 credits of Math (Algebra I, Geometry, Algebra II)
- 3 credits of Science (Biology, Chemistry, and one additional lab science-Physics preferred)
- 3 credits of Social Studies (from among: U.S. History, World History, Government and Economics)
- 2 credits of the same World Language
- Minimum 3.0 G.P.A. or higher

Scheduling/Credit Options

Appropriate counseling will be provided to students regarding course selection. Every effort is made to build a master schedule to meet the needs of all students. Last minute changes in student schedules or the master schedule can negatively impact a significant number of students. After final student schedules have been created, changes will be considered only on rare occasions. Student requests for course changes will not be accepted after the fifth class period of the course. There is no guarantee that the student's request can be honored. Any student-requested course change may be recorded as a "W" on the student's transcript. In extenuating circumstances, the principal has the final authority on class changes and grading issues. Final grades will be based on the average of all marking period grade reports per credit. Beginning and end of marking periods will be recommended by the Calendar Committee and approved by the Board of Education.

A student not completing a course will receive a failing grade and earn no credit.

Credits from Middle School

Credit will be awarded for courses taken prior to enrollment in high school in each academic curricular area (e.g., Algebra I, and world languages) under the following circumstances:

- The course is identified as an approved course for high school credit;
- The middle school course follows the outcomes and rigor of the approved high school course;
- The student passed the approved middle school course and any associated state assessments.

Credit awarded in the middle school will not be calculated in a student's high school grade point average (GPA). Only grades earned for courses taken in high school will be used in the calculation of a student's high school GPA. Credit will not be awarded in the middle school when it is determined that the course should be repeated before continuing with the sequence of courses in any given content area. Transfer students will have transcripts reviewed on an individual basis to determine if MSDE guidelines permit awarding of credit.

Credit by Exam

Students who have met all other graduation requirements may earn credit through examination for English 12 and Algebra II.

Students who wish to be considered for this option must contact their school counselor.

English 12 - Students who desire to obtain Maryland high school graduation credit by examination for English 12 must take two tests: SAT and SAT Subject Test in Literature. To obtain the credit, the student must achieve a minimum combined score of 1080 on the SAT Subject Test in Literature and the writing portion of the SAT with a minimum of 520 on the writing portion of the SAT.

Algebra II - Students who wish to receive Maryland high school graduation credit by examination for Algebra II must achieve a minimum of 1150 on the American Diploma Project Algebra II exam developed by Maryland and 14 other states under the leadership of Achieve, Inc. After conducting a standards process, Achieve determined that a score of 1150 indicates a student is prepared for college.

Antietam Academy Twilight and Evening High Program

Antietam Academy Twilight and Evening High Program (AATEHP) offers Washington County students the opportunity to take original and recovery high school credit courses during extended hours. AATEHP follows the standards established for all WCPS high schools. Students have the opportunity to earn between 1 to 4 credits each semester at AATEHP. The program is open to WCPS students presently enrolled in a regular day school program. AATEHP classes are offered at Antietam Academy and Washington County Technical High School Monday through Thursday. Enrollment at AATEHP after the scheduled registration times requires the review and approval of the AATEHP administrator prior to enrollment.

Blended Learning

WCPS offers students multiple ways to earn credits towards a Maryland high school diploma including blended learning opportunities. In blended learning courses, 80% or less of the instruction is conducted online. High schools may offer Advanced Placement (AP), honors, and grade-level blended learning courses during the school day. Twilight and Evening High Programs at Antietam Academy offer WCPS students the opportunity to earn original high school credit through blended learning courses and to repeat courses after the school day. For further information, please contact your school counselor to discuss potential blended learning opportunities.

EARLY COLLEGE PROGRAMS

Concurrent Enrollment

WCPS students who are accepted as students to HCC following the successful completion of the 10th grade may attend their home school part of the day to complete their high school graduation requirements and electives and attend HCC part of the day to take college courses. The credits earned in the college courses do not apply toward high school graduation requirements and will not be calculated in the student's high school GPA.

Dual Credit

Qualifying students can take designated dual credit courses that are taught in high school. Upon successful completion of a dual credit course, students will be awarded both high school and college credit and the grade will be calculated in the high school GPA, using the Standard Quality Point Values.

ESSENCE DUAL-ENROLLMENT PROGRAM - Students have the opportunity to take **Honors Sociology, Honors Psychology, College Algebra** and /or **Public Speaking** at Barbra Ingram for college credit through Hagerstown Community College's ESSENCE PROGRAM as dual enrollment classes. Dual enrollment means that students receive both high school and college credit. More information about this program can be found in the WCPS Program of Studies.

ACCELERATED CREDIT OPTION*

In some Arts courses eleventh and twelfth grade students have the opportunity to earn Accelerated Credit by completing additional activities beyond the regular course of study. Students who commit to and complete the additional activities will earn accelerated credit status and weighted grading to recognize their higher levels of achievement. Interested junior and seniors should speak with their teachers about the availability of this Accelerated Credit option.

Tuition Rates to Hagerstown Community College

WCPS students attending HCC will pay a fee equivalent to 90% of a special discounted tuition rate that is 25% less than the regular tuition rate for the first four courses. After four courses, students will pay a fee equivalent to 90% of the regular tuition rate. Some students may qualify for additional tuition assistance.

What does it mean to be college and career ready?

Students who are career-ready have the knowledge and skills needed to qualify for and be successful in the education or training required for their chosen career. Students who are college-ready possess the knowledge and skills needed to enter and succeed in entry-level, credit bearing courses at two- or four-year colleges without the need for remedial coursework. College and career readiness skills include reading, writing, mathematics, communications, teamwork, critical thinking, problem solving, and technology. Colleges expect applicants to be enrolled in rigorous course work during all 4 years of high school. Completion of Honors, Advanced Placement, and specialized course work improves the opportunity for success in college and readiness for the work world. WCPS offers a number of advanced and specialized programs to match the aptitudes and interests of its students. Families are encouraged to attend open house events and consult with program contacts to gather additional information about the benefits of each program.

Advanced Placement

Advanced Placement (AP) courses offer highly motivated students the opportunity to take college-level classes in high school. AP programs are available at every high school and are designed to challenge students in various content areas and prepare them to take the Advanced Placement (AP) Exam for a given course of enrollment. A qualifying score on an AP exam can mean that a student is eligible to receive college credit at a college/university and it can often augment a student's application to that school. Students who take an AP course are expected to take the Advanced Placement exam offered for that course in early May. Washington County Public Schools pays half the cost of the AP exam. Other financial support may be available. For more specific information on Advanced Placement courses and examinations, consult a school counselor or the Washington County Public Schools' Advanced Programs office. Information is also available at AP Central of the College Board website: www.collegeboard.com.

BARBARA INGRAM SCHOOL FOR THE ARTS ACADEMIC COURSES

RECOMMENDED ACADEMIC COURSES BY GRADE LEVEL

Grade 9

- Honors English 9
- Honors United States Studies II
- Honors Algebra I, Honors Geometry
- Honors Spanish or French at appropriate level
- Physical Education
- Health/Life Skills
- Freshmen Seminar

Grade 10

- Honors English 10
- Honors Government
- Honors Biology
- Honors Math at appropriate level
- Honors Spanish or French at appropriate level
- 1 Additional student selected class

Grade 11

- AP English Language* or Honors English 11
- Honors World History or AP US Studies
- Honors or Accelerated Math at appropriate level
- Honors Chemistry, Honors Physics, Advanced Anatomy and Physiology, AP Biology or AP Physics 1
- Honors Spanish or French at appropriate level
- Foundations of Technology
- College Prep

Grade 12

- AP English Language* or AP English Literature* or Honors English 12
- AP Psychology* or Honors Sociology, AP US History* or Honors Psychology
- Honors or AP Science* or Elective
- Intro to Statistics, College Algebra, Honors Precalculus/Trig, or AP Calculus*
- Honors/AP Spanish* or French at appropriate level

**Students in Advanced Placement courses are required to take Advanced Placement exams for each AP course they are enrolled in.*

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

A115AP Grade Level 11, 12

1 AP Credit

Advanced Placement English Literature and Composition is a rigorous course of study that reflects college-level requirements and expectations established by the College Board. This course is designed to provide students with the opportunity to earn college credit. Students read for critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as various literary elements. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit from the sixteenth to the twenty-first century. Students will have assigned reading and/or other course-related activities prior to the beginning of this course. Students are expected to take the Advanced Placement English Literature and Composition Exam. *Students in Advanced Placement courses are required to take Advanced Placement exams for each AP course they are enrolled in.*

Prerequisite: AP Language or Honors English 11

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

A116AP Grade Level 11, 12

1 AP Credit

Advanced Placement English Language and Composition is a rigorous course of study that reflects college-level requirements and expectations established by the College Board. This course is designed to provide students with the opportunity to earn college credit. This AP course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Instructional materials and strategies for learning are differentiated for students to meet the challenges of college level work with significant reading and writing outside of class. Students will have assigned reading and/or other course-related activities prior to the beginning of this course. Students are expected to take the Advanced Placement English Language and Composition exam. *Students in Advanced Placement courses are required to take Advanced Placement exams for each AP course they are enrolled in.*

Prerequisite: Honors English 10

ENGLISH TRANSITION

A112SM Grade Level 12

1 Elective Credit

The English Transition Course is a semester long English course designed to strengthen skills developed in English 11. The course infuses College and Career Readiness Standards in the curriculum to deepen student understanding and proficiency in literary analysis and authentic writing. Differentiated support will be provided to meet specific needs of individual students. Students will retake the English 11 PARCC exam or CCR exam during this course in order to meet the College and Career Readiness requirement for English.

Prerequisite: Must be a senior and have earned an English 11 credit but have not passed the English 10 MCAP exam.

PUBLIC SPEAKING AND FORENSICS

A152 Grade Level 10, 11, 12

1 Elective Credit

The Public Speaking and Forensics course studies the theory of public address and gives students practice in speaking to audiences both in and out of the classroom. Mechanics of speech preparation and organization and the delivery of short speeches are included. The course prepares students to make informative presentations with the implementation of visual aids. Students prepare and present speeches that may be persuasive, demonstrative, extemporaneous, responsive (to a contemporary issue), or particular to an occasion. Students also demonstrate appropriate tone and emotion in the reading of prose, poetry, and essay. This course is available for dual enrollment credit.

Social Studies

Course Descriptions

Students must take the following three courses to meet the Maryland requirements for graduation: United States Studies II; Local, State and National Government; and World History. Students are also strongly encouraged to take elective social studies courses. All students entering 9th grade in 2013-2014 and beyond must pass the Government HSA. All students must pass all applicable Maryland assessments.

HONORS UNITED STATES STUDIES II

A204H Grade Level 9

1 Social Studies Credit

Honors United States Studies II students study the modern history of the United States since the end of the nineteenth century including the growth of American economic and political power and its emergence as a world power. Additional topics of study include the Great Depression, world wars, civil rights and social reform and America's response to the changing world at the end of the twentieth century. Students use primary source documents to examine political, economic, social, cultural and geographic perspectives. They study significant events, critical movements and people of various backgrounds that led to the building of this nation and its role as a world power. The honors level provides expectations and opportunities for students to work independently, at an accelerated pace, to engage in more rigorous and complex content and to develop projects and products that reflect that level of understanding. Instruction in honors classes is at a rigorous pre-Advanced Placement level. Students will be expected to complete challenging assignments above grade level, both in and out of class.

HONORS LOCAL, STATE, AND NATIONAL GOVERNMENT

A206H Grade Level 10

1 Social Studies Credit

Local, State, and National Government is a required course in which students study the organization and operation of local, state, and national government with an emphasis on the forms and foundations of the American political system. The process of public policy making with an emphasis on economics, foreign affairs and civil rights issues are explored. The function of political parties, rights and responsibilities of all American citizens, political behavior and government decision making are examined through political, historic, geographic and economic perspectives. The honors level provides expectations and opportunities for students to work independently, at an accelerated pace, to engage in more rigorous and complex content, and to develop projects and products that reflect that level of understanding. Instruction in honors classes is at a rigorous pre-Advanced Placement level. Students will be expected to complete challenging assignments above grade level, both in and out of class. At the end of the course students must pass the Government HSA in order to meet the requirements for high school graduation.

Prerequisite: U.S. Studies II

HONORS WORLD HISTORY

A208H Grade Level 11, 12

1 Social Studies Credit

Honors World History students study the history of major human civilizations with emphasis on the Middle East, Africa, Asia, Europe and the Americas. The focus is on the development of these civilizations from 1500 to the present. Students study people and societies from historical, cultural, geographic, political and economic perspectives in order to gain insight into the human experience of different cultural groups in various settings and at different times in history. The honors level provides expectations and opportunities for students to work independently, at an accelerated pace, to engage in more rigorous and complex content, and to develop projects and products that reflect that level of understanding. Instruction in honors classes is at a rigorous pre-Advanced Placement level. Students will be expected to complete challenging assignments above grade level, both in and out of class.

Prerequisite: Local, State, and National Government

HONORS PSYCHOLOGY

A215H Grade Level 11, 12

1 Elective Credit

Honors Psychology students study the psychological approach to understanding human behavior to assist them in better understanding themselves and others. Students explore major topic areas in the field of psychology including the methods of psychology, the biological basis for behavior, sensation and perception, thinking and memory, learning, human development, personality and adjustment. There is additional emphasis put on student research (surveys and statistics), activities/discussions and outside of class activities. The honors level provides expectations and opportunities for students to work independently, at an accelerated pace, to engage in more rigorous and complex content, and to develop projects and products that reflect that level of understanding. This course is a possible ESSENCE course. Instruction in honors classes is at a rigorous pre-Advanced Placement level. Students will be expected to complete challenging assignments above grade level, both in and out of class.

HONORS SOCIOLOGY AVAILABLE AS AN ESSENCE COURSE

A217H Grade Level 11, 12

1 Elective Credit

Honors Sociology students study human behavior from the sociological perspective. Basic sociological concepts such as norms, primary and secondary social groups, status, role, role conflict and stratification are introduced. Students then examine the basic structure and function of society as a foundation for understanding modern social interaction, social institutions, and analyzing social problems. The honors level provides expectations and opportunities for students to work independently, at an accelerated pace, to engage in more rigorous and complex content, and to develop projects and products that reflect that level of understanding. This course is a possible ESSENCE course. Instruction in honors classes is at a rigorous pre-Advanced Placement level. Students will be expected to complete challenging assignments above grade level, both in and out of class.

ADVANCED PLACEMENT GOVERNMENT AND POLITICS

A279AP Grade Level 10, 11, 12

1 AP Credit

Advanced Placement Government and Politics students develop an analytical perspective on government and politics in the United States. Study includes general concepts used to interpret U. S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, benefits, and ideas that constitute U. S. Politics. Contents of the course include constitutional underpinnings of the U. S. government and government institutions, political beliefs and behaviors, and political parties. Interest groups, the effect of mass media, public policy, civil rights and civil liberties are also studied. Students will have assigned reading and/or other course-related activities prior to the beginning of this course. Students are expected to take the Advanced Placement Government and Politics exam. Students in AP Government are required to participate in the We the People competition or complete three shorter term research projects that reflect the CCSS (page 10 contains further information concerning Advanced Placement courses). Prerequisite: U.S. Studies II, completion of or enrolled in Local, State and National Government, or by department/administration recommendation. *Students in Advanced Placement courses are required to take Advanced Placement exams for each AP course they are enrolled in.*

ADVANCED PLACEMENT MODERN WORLD HISTORY

A280AP Grade Level 11, 12

1 AP Credit

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. *Students in Advanced Placement courses are required to take Advanced Placement exams for each AP course they are enrolled in.*

Prerequisite: U.S. Studies II completion of or enrollment in Local State and National Government

ADVANCED PLACEMENT UNITED STATES HISTORY

A288AP Grade Level 11, 12

1 AP Credit

Advanced Placement United States History provides students with the analytic skills and factual knowledge necessary to deal with the problems and materials in American history from colonial times to the present. Students learn to assess historical materials-their relevance to a given interpretive problem, their reliability, and their importance- and to weigh the evidence and interpretations presented in historical scholarship. This course requires college-level effort in research skills, seminar type discussions, and outside preparation. Students will have assigned reading and/or other course-related activities prior to the beginning of this course. Students are expected to take the Advanced Placement United States History exam. Students in AP US History are required to participate in National History Day competition or to complete three shorter term research projects that reflect the CCSS. *Students in Advanced Placement courses are required to take Advanced Placement exams for each AP course they are enrolled in.*

Prerequisite: U.S. Studies II; Local, State, and National Government

Mathematics

Course Descriptions

Students are required to earn four (4) credits of mathematics including one credit in Algebra and one credit in Geometry. Each student shall enroll in a mathematics course in each year of high school. To earn a University System of Maryland completer, students need to earn a credit in Algebra II and take a math course of Algebra II or higher their senior year. All students must pass all applicable Maryland assessments

HONORS ALGEBRA I

A312H Grade Level 9

1 Algebra Mathematics Credit

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Honors algebra is more rigorous than algebra because additional standards are integrated into the course. The mathematical practices standards apply throughout each course, and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students will take the Algebra I MCAP assessment during this course.

HONORS GEOMETRY

A322H Grade Level 9, 10

1 Geometry Mathematics Credit

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. Honors Geometry is more rigorous than Geometry because additional standards are integrated into the course. The Mathematical Practice Standards apply throughout each course, and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas are organized into five units.

Prerequisite: Earned an Algebra I credit

HONORS ALGEBRA II

A332H Grade Level 10, 11, 12

1 Algebra II Mathematics Credit

Honors Algebra II prepares students for advanced work in science and mathematics. It is the next course in the honors sequence for students who have successfully completed Honors Geometry. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Honors Algebra II is more rigorous than Algebra II because additional standards are integrated into the course. The Mathematical Practice Standards apply throughout each course, and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students will take the Algebra II MCAP assessments during this course.

Prerequisite: Earned an Algebra I credit and a Geometry credit

INTRODUCTION TO STATISTICS

A336 Grade Level 11, 12

1 Mathematics Credit

Introduction to Statistics, a course designed for 11th or 12th grade students who successfully completed Algebra II, develops a basic understanding of statistical analysis. Topics of study include: Describing, exploring and comparing data, Probability, Distributions, Hypothesis Testing, Correlation and Regression. Graphing calculator activities, real-world applications and multi-disciplinary connections will be balanced between computation, decision making and the conceptual understanding of Statistics.

Prerequisite: Earned an Algebra II credit

HONORS PRECALCULUS/TRIGONOMETRY

A338H Grade Level 10, 11, 12

1 Accelerated Credit

Honors PreCalculus/Trigonometry is for students who have successfully completed Honors Algebra II and are preparing for higher education. This course continues many of the topics from Honors Algebra II, but the treatment of the subject is more detailed and rigorous. The course includes the study of trigonometric identities, right triangles, circular functions, inverses, complex numbers and logarithmic functions. The course also includes an extensive introduction to topics from college algebra, such as sequences and series, matrices, vectors, and limits. Graphing calculators and/or computers are used as student's model real world problems and apply mathematical concepts. It also includes topics on math SAT and the math college entrance exam. Instruction in honors classes is at a rigorous preAdvanced Placement level. Students will be expected to complete challenging assignments above grade level, both in and out of class.

Prerequisite: Earned an Honors Algebra II credit

ADVANCED PLACEMENT CALCULUS

A339AP Grade Level 11, 12

2 AP Credits

Advanced Placement Calculus is a course that prepares students to take the Advanced Placement Calculus exam offered each May. It follows the rigorous curriculum specified by the College Board and includes topics in both differential and integral calculus including finding the limit of changing rates, the velocity of a moving particle, the area under a curve, and the volume of a solid. Students make extensive use of graphing calculator technology and learn to communicate their knowledge and solutions to problem both orally and in writing. Throughout the course students solve Advanced Placement exam questions from prior examinations. Students will have assigned reading and/or other course-related activities prior to the beginning of this course. Each student, in consultation with the instructor, determines which Advanced Placement exam (AB or BC) is most appropriate to take. *Students in Advanced Placement courses are required to take Advanced Placement exams for each AP course they are enrolled in.*

Prerequisite: Earned an Honors PreCalculus/Trigonometry credit

COLLEGE ALGEBRA

A346 Grade Level 11, 12

1 Accelerated Credit

College Algebra is a problem solving approach to the nature of mathematics as a logical system. The structure of the number system is developed axiomatically and extended by logical reasoning to cover essential algebraic topics: algebraic expression, functions, and theory of equations. This course will follow the same Scope and Sequence of Hagerstown Community College Math 101 College Algebra. This is a dual enrollment course.

Prerequisite: Earned an Algebra II credit

MATH TRANSITION

A300SM Grade Level 12

1 Mathematics Credit

The Math Transition course is a semester long mathematics course designed to hone skills developed in Algebra II and strengthen underlying skills necessary with graphing, evaluating, and interpreting functions. Students will review and build upon algebra concepts beginning with linear, quadratic, and exponential functions and extend through rational and radical functions. Students will retake the Algebra II PARCC exam or a CCR assessment during this course in order to meet the College and Career Readiness requirement for math.

Prerequisite: Must be a senior and have earned an Algebra II credit but not have passed the Algebra II MCAP exam.

Science

Course Descriptions

Students are required to earn a minimum of three credits in science in order to meet the requirements to earn a high school diploma. All science courses except the internship program (A400) qualify for graduation. One of those credits must be Biology. All students must pass all applicable Maryland assessments.

HONORS BIOLOGY

A409H Grade Level 9, 10

1 Biology Credit

Honors Biology is a challenging laboratory-based course that presents detailed information about cells, organisms, life processes, and the interactions between living things and their environment. This course provides students with rigorous information necessary to be educated citizens in a scientific world. Honors Biology is designed for ninth and tenth grade students with high ability. This course fulfills the biology requirement for graduation and is preparation for the State assessed test in science. Instruction in honors classes is at a rigorous pre-Advanced Placement level. Students will be expected to complete challenging assignments above grade level, both in and out of class.

HONORS CHEMISTRY

A411H Grade Level 9, 10, 11, 12

1 Science Credit

Honors Chemistry is a challenging lab-based course that focuses on the study of matter including atomic structure, bonding, periodicity, chemical formulas, chemical equations, chemical relationships, and energy. These topics are studied theoretically, descriptively, and through laboratory experiences. This course is designed to provide a foundation for students pursuing college training or for those with particular interests in science. Students in this course should have demonstrated success in previous science courses. Instruction in honors classes is at a rigorous pre-Advanced Placement level. Students will be expected to complete challenging assignments above grade level, both in and out of class.

Prerequisite: Algebra I

HONORS EARTH AND SPACE SCIENCE

A413H Grade Level 10, 11, 12

1 Science Credit

Honors Earth and Space Science is a challenging course that focuses on the various systems whose interactions are responsible for the working of planet Earth. Topics include meteorology, climatology, oceanography, mineralogy, astronomy, geology, geomorphology, and volcanism. This course places emphasis on earth science phenomena using textbooks, maps, classroom activities, and laboratory experiences and field trips. Instruction in honors classes is at a rigorous pre-Advanced Placement level. Students will be expected to complete challenging assignments above grade level, both in and out of class.

HONORS PHYSICS

A419H Grade Level 10, 11, 12

1 Science Credit

Honors Physics is a challenging lab-based course in the study of energy and its interaction with matter. The following aspects of physics are covered: mechanics: motion, forces, work, heat and sound; electricity and electronics: electric forces and fields, magnetic forces and fields, alternating and direct current, circuits; optics: electromagnetic radiation and wave nature; and atomic physics: atomic structure and nuclear forces. Instruction in honors classes is at a rigorous pre-Advanced Placement level. Students will be expected to complete challenging assignments above grade level, both in and out of class.

Prerequisite: Algebra I and Geometry

INTEGRATED PHYSICS AND CHEMISTRY

A420

1 Science Credit

Integrated Physics and Chemistry is a lab-based science course in which students will focus on the standards for high school chemistry and physics including: the structure and properties of matter, chemical reactions, nuclear processes, forces, motion and interactions, conservation and transfer of energy, energy in chemical processes, wave properties, electromagnetic radiation, and applications of technology and instrumentation. Learning science concepts at a conceptual level will be linked to the crosscutting concepts of science and be learned through science and engineering practices.

Prerequisites: None

ADVANCED PLACEMENT BIOLOGY

A421AP Grade Level 11, 12

1 AP Credit

Advanced Placement Biology is an extended period, laboratory-based, college-level course. Students study: molecules and cells (biochemistry, cells, cellular energetics); heredity and evolution (heredity, molecular genetics, evolutionary biology); organisms and populations (diversity of organisms, structure and function of plants and animals); and ecology. Students learn the methods and processes of biology through a laboratory approach. Lab-work includes dissection of vertebrate organisms. Students are expected to take the Advanced Placement Biology exam. *Students in Advanced Placement courses are required to take Advanced Placement exams for each AP course they are enrolled in.*

Prerequisites: Honors Biology, Honors Chemistry and Algebra II

ADVANCED ANATOMY AND PHYSIOLOGY *Can be taken as an ESSENCE COURSE*

A427 Grade Level 11, 12

1 Accelerated Credit

Advanced Anatomy and Physiology is a science elective at some schools. Students use a college-level, investigative approach to develop an understanding of the basic structure and function of the human body. Using a combination of lecture, laboratory and research, this course is designed for those students considering a career in allied health fields. Dissection component of major organs

Prerequisite: Biology or Honors Biology and Chemistry or Honors Chemistry and Algebra II

ADVANCED PLACEMENT PHYSICS 1

A439AP Grade Levels 11, 12

1 AP Credit

AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. *Students in Advanced Placement courses are required to take Advanced Placement exams for each AP course they are enrolled in.*

Prerequisites: Completion of Algebra II and Honors Physics or with teacher recommendation

World Language

Course Descriptions

World language instruction enables students to communicate in a second language in a culturally appropriate manner by integrating communication skills with higher order thinking skills and creativity. World language instruction and assessment use a proficiency-based approach, which focuses on what students can do with the language and to what degree they are able to function in the language. Instruction and assessment use authentic tasks that are performance-based. The study of culture is an integral part of the curriculum; it sets the stage for language use and heightens students' sensitivity to and appreciation for diverse groups of people, cultures, and customs.

The University of Maryland Completer program requires that students study a minimum of two years of the same language, while some colleges prefer three to four years of language study. Please speak with your School Counseling Office for your school's language offerings.

WORLD LANGUAGES

Level I Grade Level 9, 10, 11, 12

1 Credit

Honors French I A502H

Honors Spanish I A532H

Honors Italian I A572H

Students develop basic communication skills in listening, speaking, reading, and writing using authentic topics, texts, situations and real-world media. Students engage in brief exchanges and short verbal and written presentations about personal interests in the target language. A variety of topics include: description of self and others, schools and activities, food and beverage and family. Students differentiate between questions and statements, and are able to respond. Students recognize various viewpoints and cultures while increasing their geographical knowledge. Students make connections with other subject areas by applying prior knowledge to new cultural concepts, such as the use of math to make metric and currency conversion. Students will end the course at an ACTFL Novice-Mid proficiency level.

Level II Grade Level 9, 10, 11, 12

1 Credit

Prerequisite: Honors I or I

Honors French II A504H

Honors Spanish II A534H

Students continue to expand and develop their language skills in the areas of listening, speaking, reading, and writing using authentic tasks. Students participate in exchanges about familiar and personal topics in the present, past and future in the target language. Students communicate needs and desires in everyday living and travel situations. Students make presentations and write simple paragraphs on familiar topics in the target language. Students read to understand the main idea and some essential details. Students can demonstrate culturally appropriate etiquette and perspectives. Students will end the course at an ACTFL Novice High proficiency level.

Level III Grade Level 9, 10, 11, 12

1 Accelerated Credit

Prerequisite: Honors II or II

Honors French III A506H

Honors Spanish III A536H

Students continue to expand and refine their language skills through more active use of the language. Students discuss and defend an opinion on selected topics, which may range from the personal to the global level in the target language. Students make presentations and write compositions on similar topics. Functional and authentic everyday tasks and themes may include: leisure activities, appreciation of the arts, and healthy living. Students deepen their knowledge and appreciation of world cultures through segments of authentic literature, audio, and video presentations. Students will end the course at an ACTFL Intermediate Low proficiency level.

Prerequisite: Honors III**Honors French IV A507H****Honors Spanish IV A537H**

Students continue to enhance language proficiency through discussion or debate of a wide variety of topics in the target language while making personal connections at the abstract level, hypothesizing, persuading, and negotiating to reach conclusions. Students compose verbal, written, and multimedia presentations in a variety of formats for a variety of audiences and purposes in the target language. Students understand the main idea and details of conversations as well as information presented in a variety of media. Students recognize how culture affects daily life in target language countries and gain a perspective of a variety of literary sources. Students will end the course at an ACTFL Intermediate Mid proficiency level.

ADVANCED PLACEMENT LANGUAGE AND CULTURE**Prerequisite: Honors IV****Advanced Placement French Language and Culture**

A508AP Grade 10, 11, 12

1 AP Credit

A509AP Grade 10, 11, 12

2 AP Credits

Advanced Placement Spanish Language and Culture A538AP

A538AP Grade 10, 11, 12

1 AP Credit

A539AP Grade 10, 11, 12

2 AP Credits

The AP Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in the target language. The AP Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). *Students in Advanced Placement courses are required to take Advanced Placement exams for each AP course they are enrolled in.*

Barbara Ingram School for the Arts



ARTS CLASSES

Creative Writing



“Writing is an exploration. You start from nothing and learn as you go.”

E. L. Doctorow

Creative Writing Program

Barbara Ingram School for the Arts

The Creative Writing department at the Barbara Ingram School for the Arts offers a comprehensive curriculum of classes in poetry, fiction, creative non-fiction, and drama. The program provides young writers with the opportunity to study the styles and voices of contemporary writers in various genres, develop their own literary talents, and facilitate their command of the writer's craft. The program will nurture and challenge students in developing the writing and workshop skills necessary to further their voices and foster success in the future – whether pursuing writing, literature, or an unrelated field.

Within this program, students will:

- Read critically and analytically through a writer's perspective
- Utilize form and craft in order to enhance function and communication of various perspectives
- Write for a specified or intended audience with coherence and clarity
- Communicate ideas and understanding through the vocabulary of the craft
- Critique peer writing using constructive criticism
- Engage in thorough revision of all final pieces
- Meet individually and in group settings with the instructor in order to gain insight into the writing process and further hone style and technique
- Prepare a presentation of work for a school-wide or public venue

The Creative Writing audition is a multi-step process beginning with the submission of a writing portfolio. Students will move on to receive an interview and will be asked to complete an on-site writing assignment.

Program of Studies for Creative Writing

Grade 9:

Creative Nonfiction 1/Poetry 1
Fiction 1/Drama 1
Writer's Ensemble

Grade 10:

Creative Nonfiction 2/Poetry 2
Fiction 2/Drama 2
Writer's Ensemble

Grade 11:

Creative Nonfiction 3/Poetry 3
Fiction 3/Drama 3
Writer's Ensemble

Grade 12:

Senior Seminar
Creative Nonfiction 4/Poetry 4
Fiction 4/Drama 4
Writer's Ensemble

Creative Writing Course Descriptions

Creative Nonfiction 1/Poetry 1

BICNPI

Grade 9

1 Credit

All freshmen writers will take Creative Nonfiction/Poetry 1 during the first semester. Creative Nonfiction will focus upon the learning and understanding the genre of creative nonfiction. Writers will also learn to adhere to "emotional truth" and what it means to be aware of the audience. Writers will build on any prior knowledge of fictive devices (i.e character, setting, dialogue, detail, figurative language) within nonfiction pieces and will work to hone these skills. The writing focus of this semester will be the personal essay and various types within this umbrella. The freshmen Poetry unit will focus upon reading, studying, and analyzing free verse poetry, with a strong focus upon contemporary poets. Writers will focus upon the economy of words, the importance of line breaks, and what it means to show vs. tell. Writers will be composing both narrative and lyric poetry with a focus upon language, imagery, and figurative language. Like all other classes in the Creative Writing department, this class will operate as a workshop. Workshop is an essential component to individual achievement and the creation of a strong and supportive writing community.

Fiction 1/Drama 1

BIFDI

Grade 9

1 Credit

The fiction/drama 1 course, taken semester two, focuses on developing and refining introductory technical skills in literary craft, including syntax, diction, detail, description, characterization, point of view, tense, conflict, plot, props (drama) and others. Students also gain a deeper understanding of structural components of language, including the sentence as a unit of meaning, paragraph structure, and play script formatting. Students are encouraged to explore their creativity, take narrative risks, and begin to identify their voice. During the fiction unit, students mostly create works of flash fiction. During the drama unit, students write scenes and 10-minute plays. Students are encouraged to be inspired by their experiences, their imaginations, the literature they read, and the world around them. In addition to crafting original works of fiction and drama, students engage in the writing workshop process; learn the power and purpose of revision; explore concepts through writing exercises, prompts, and games; and analyze the variety of work by contemporary American and international authors and playwrights.

Creative Nonfiction 2/Poetry 2

BICNP2

Grade 10

1 Credit

All sophomore writers will take Creative Nonfiction/Poetry 2 during the second semester. Creative Nonfiction will focus upon the importance of place and writing using both physical and emotional places. Writers will continue to explore their emotional truth and utilize this when writing about place. Writers will continue to build upon previous knowledge of fictive devices within nonfiction pieces and will work to hone these skills. The sophomore Poetry unit will focus upon formal verse, with a specific eye on the basic meters of iambs, trochees, and spondees. Writers will learn to differentiate between different variations in rhyme and to what effect. Writers will be expected to compose in various forms throughout this unit (i.e blank verse, sonnet, villanelle, ghazal, terza rima, etc.) Like all other classes in the Creative Writing department, this class will operate as a workshop. Workshop is an essential component to individual achievement and the creation of a strong and supportive writing community.

Fiction 2/Drama 2

BIFD2

Grade 10

1 Credit

During the The fiction/drama 2 course, taken semester one, students build upon the skills and knowledge they obtained in fiction/drama 1. Students develop their literary craft by studying and practicing technical elements of fiction and drama, including building strong dialogue, developing themes/meaning, incorporating meaningful settings, experimenting with narrative reliability, engaging with subtext, etc. In the drama unit, there will also be increased emphasis on building characters' internal conflicts and values, and complicating them with external tensions. Additionally, students begin to experiment with nonfiction dramatic monologues. At this level, students begin to develop longer narratives in fiction, and construct more technically advanced plays and scenes in drama. Students are encouraged to be inspired by their experiences, their imaginations, the literature they read, and the world around them. In addition to crafting original works of fiction and drama, students engage in the writing workshop process, and the drafting process. They explore concepts through writing exercises, prompts, and games; and analyze the variety of work by contemporary American and international authors and playwrights.

Creative Nonfiction 3/Poetry 3

BICNP3

Grade 11

1 Credit

All junior writers will take Creative Nonfiction/Poetry 3 during the first semester. Creative Nonfiction will focus upon the lyric -- as opposed to narrative -- essay, though writers will still write narratively within this course. Writers will learn/ employ various stylistic devices in order to enhance their lyrical writing, and will differentiate between narrative and lyric prose. In Poetry, writers will begin the year with more structured, formal poetry and will move into more unstructured, experimental forms as the marking period progresses. Junior writers will be expected to take more ownership of their writing and truly develop their personal voices. Like all other classes in the Creative Writing department, this class will operate as a workshop. Workshop is an essential component to individual achievement and the creation of a strong and supportive writing community.

Fiction 3/Drama 3

BIFD3

Grade 11

1 Credit

The fiction/drama 3 course, taken semester two, gives students the opportunity to engage in creating more structurally diverse, and advanced, narratives in fiction and drama. An emphasis is placed on students' responsibility to create, and work towards advancing in, their own individualized writing goals. Personal style and voice becomes a primary interest. The fiction unit focuses largely on unconventional narrative forms, including second-person narrative perspective, "list" stories, fragmented stories, epistolary fiction, metafiction, and/or other less traditional storytelling structures. Students gain an understanding of how unconventional forms are used to intentionally compliment narrative meaning. Other focuses of the fiction curriculum include further developing tension, and balancing backstory within a narrative. At this level, students may also be given unprompted assignments. In the drama unit, students develop a deeper understanding of classical modes of drama, including comedies and tragedies, and/or historical plays. They also may have the opportunity to work on special projects in playwriting, and collaborate with other arts disciplines. Additionally, students begin to understand the publishing process, and are encouraged to submit their work to literary journals and contests.

Creative Nonfiction 4/Poetry 4

BICNP4

Grade 12

1 Credit

All senior writers will take Creative Nonfiction/Poetry 4 during the second semester. Creative Nonfiction will focus upon analyzing techniques of memoir and autobiography, and composing extended memoir-based writing. The main focus of the Creative Nonfiction unit will be to hone and understand personal voice in writing nonfiction through a full-length memoir manuscript. The senior Poetry unit will focus on both formal and free verse, asking students to write in both previously learned forms and introducing new ones. Writers will be asked to compile a poetry chapbook at the end of the marking period. Like all other classes in the Creative Writing department, this class will operate as a workshop. Workshop is an essential component to individual achievement and the creation of a strong and supportive writing community.

Fiction 4/Drama 4

BIFD4

Grade 12

1 Credit

The fiction/drama 4 course is taken semester one by all creative writing seniors. During the fiction unit, students continue to identify and develop personal writing goals, and take ownership over their literary voices. During the fiction units, students study a variety of literary sub-genres, and gain a greater understanding of the historical/social context from which modern and contemporary literary movements have developed. They will build a sense of how their own writing fits within a larger historical and social traditions within literature. Sub-genres of fiction that may be covered include surrealism, magical realism, hybrid fiction, and/or science fiction. Students may also be given the opportunity to create unprompted original short stories. The drama unit focuses on nonfiction (or nonfiction adjacent) forms of writing, including verbatim/documentary theatre and two-minute plays, inspired by The Neofuturists. An emphasis is placed on constructing scripts that engage with real-life characters and concerns. During this unit, students frequently work collaboratively. They are encouraged to submit their work to literary journals and contests.

Senior Seminar

BISS

Grade 12

1 Credit

All seniors will participate in the Senior Seminar in which post-graduate plans and implementation are the main focus. Seniors will be expected to formulate and begin to execute a plan for post-high school college or career pathways. Seniors will also use this time to further prepare for their senior portfolios.

Writers' Ensemble

BIWE 1, 2, 3, 4

Grade 9, 10, 11, 12

1 Credit

As writing time is integral for all working writers, this time will be split into a writing practicum as well as a readings seminar. Freshmen and sophomore writers will also participate in an editing and sentence power seminar. Writers will also attend masterclasses and seminars held by visiting writers.

Introduction to Creative Writing

BIICW

1 Credit

Introduction to Creative Writing will function as a survey of fiction, creative nonfiction, and poetry. Students will read and study masters of each genre and will spend time within each unit writing and revising their own works. This class will expose students to a wide variety of writing and give them a taste of what the creative writing department does every day.

Dance



“Dance is the only art in which we ourselves are the stuff of which it is made.”
Ted Shawn



DANCE PROGRAM SUGGESTED PATHWAYS

A comprehensive curriculum of classes in traditional ballet, modern, and jazz techniques prepares students for advanced college-level dance programs, as well as future work with professional dance companies.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Ballet 1	Ballet 2	Ballet 3	Ballet 4
Modern Dance 1	Modern Dance 2	Modern Dance 3	Modern Dance 4
Pointe 1	Pointe 2	Pointe 3	Pointe 4
Jazz/Hip-Hop 1	Jazz/Hip-Hop 2	Jazz/Hip-Hop 3	Jazz/Hip-Hop 4
Ensemble/ Conditioning	Ensemble/ Conditioning	Ensemble/ Conditioning	Ensemble/ Conditioning
Rep/Conditioning Conditioning	Rep/Conditioning Conditioning	Rep/Conditioning Conditioning	Rep/Conditioning Conditioning
		Choreography 1/Junior Project	Choreography 2/Senior Project

DANCE COURSE DESCRIPTIONS

BALLET 1

BIDB1

1 Credit

Ballet 1 introduces students to basic ballet technique. Emphasis will be placed on the development of flexibility, strength, agility, breath control, coordination, postural alignment, poise and deportment. The introduction of basic ballet terminology and history are included.

BALLET 2

BIDB2

1 Credit

Ballet 2 continues the instructional sequence and the development of the fundamental principles of ballet technique. The students will be introduced to more complex structuring in execution with barre and center floor enchainment. Emphasis will continue to be placed on proper alignment and placement in the execution of skills. Knowledge, understanding, and application of ballet terminology and history will continue.

BALLET 3

BIDB3

1 Credit

Ballet 3 emphasizes the development of the total dancer by integrating the student's physical, analytical, and creative growth. Students will continue to learn the principles of ballet technique. The technical execution of the barre and center floor enchainments is structured to exhibit the progressive complexity of this level. Ballet 3 introduces students to basic pointe technique. Emphasis will be placed on correct execution of advancing skills with a mastery of postural alignment, deportment, and placement with recognition of musicality and phrasing. Basic choreography is introduced.

BALLET 4

BIDB4

1 Credit

In Ballet 4 students focus on mastery of their artistic instrument – their body. Students continue to refine their knowledge of complex ballet styles and forms, working toward perfection in all performance qualities. Students choreograph elementary musical pieces emphasizing the basic relationships between the music and movement.

CHOREOGRAPHY 1

BIDC1

1 Credit

This course will focus on improvisation and the fundamentals of dance composition. Students will learn different choreographic devices and be able to apply them to solo and small group projects. Students will develop a critical eye for dance and learn to give constructive criticism.

CHOREOGRAPHY 2 SENIOR PROJECT

BIDC2

1 Credit

This course will continue to focus on the development of creating choreography through different approaches. Students will work to expand their compositional skills in order to work with larger groups and will continue to analyze peer and self-choreographed works. The course will culminate with a student performance of a piece choreographed by each student.

JAZZ/HIP HOP DANCE 1

BIDJ1

1 Credit

This course teaches students the very basic technique of jazz and other contemporary dances. Through exercises, discussions, and short combinations, the course will emphasize correct body alignment, isolations, rhythm, and muscular awareness.

JAZZ/HIP HOP DANCE 2

BIDJ2

1 Credit

This course teaches intermediate level technique in Jazz and other contemporary dances. Through exercises, discussions, and longer combinations, the intermediate class will emphasize correct body alignment, isolations, rhythm, muscular, and kinesiological awareness.

JAZZ/HIP HOP DANCE 3

BIDJ3

1 Credit

This class will focus students on the more advanced techniques of Jazz and other contemporary dances. Through class exercises, choreography, master classes, rehearsals, and performances the students will strengthen their technique, muscle memory, and performance quality.

JAZZ/HIP HOP DANCE 4

BIDJ4

1 Credit

This class is a pre-professional level technique class that will prepare students for a university dance program. Refinement of technique and injury prevention will be stressed, along with the further development of performance techniques. Students will learn dance composition skills and incorporate them into their own work.

MODERN DANCE 1

BIDM1

1 Credit

This class is the introduction to Modern Dance. The class will draw on a variety of Modern Dance techniques, giving the student a well-rounded dance experience. The elements of space, time, and force will be introduced. Emphasis will be placed on proper placement and alignment, flexibility, and muscular strengthening to prepare the body as an instrument for creative expression. Modern Dance History will be introduced.

MODERN DANCE 2

BIDM2

1 Credit

A continuation of Modern Dance I. The students will increase their knowledge of Modern Dance techniques, and begin to apply their knowledge of correct alignment to movement. They will develop a greater understanding of movement qualities, appropriate vocabulary, and the historical relationship of the various Modern Dance techniques.

MODERN DANCE 3

BIDM3

1 Credit

Students will build upon the skills learned in Modern Dance 1 and 2. Students will begin to move with a sense of weight and become familiar with the concept of fall and recovery, as well as building a strong core and the ability to take the body off its axis while maintaining correct placement. Performance techniques will be explored with the emphasis on the communicative potential of dance and the ability to use the body as a means of artistic expression. Students will become familiar with the social and cultural forces which contributed to the development of Modern Dance.

MODERN DANCE 4

BIDM4

1 Credit

Modern Dance 4 is a pre-professional level technique class that will prepare students for a university dance program. Refinement of technique and injury prevention will be stressed, along with the further development of performance techniques. Students will learn dance composition skills and incorporate them into their own work.

POINTE 1

BIDP1

1 Credit

This course will introduce the student to dancing sur les pointe / en pointe. Instruction will include the proper fitting for the purchase of pointe shoes, care and maintenance of the shoes, and care of the foot. The beginning stage concentration of pointe work is on the proper postural alignment, control of the muscles that allow turnout of the hip and the strengthening of the foot.

Prerequisite: Correct postural alignment, foot flexibility, strength, and proficient technique en demi-pointe, at the barre, and center floor.

POINTE 2

BIDP2

1 Credit

Dancing sur les pointe is the extension of ballet technique. The principles of classical ballet movement are the same principles utilized in dancing sur les pointe. Ballet dancers work en pointe each time they execute work at the barre and center floor on demi-pointe. The exercises are the preparation to execute the movements sur les pointe, at the floor, and in center floor. Continuing concentration on the development of strength, flexibility, and control in the ankles, feet, legs, sustaining turnout, the back and torso as it applies to pointe work. This course may be repeated as determined by the instructor.

Prerequisite: Demonstrated strong proficiency in Pointe 1 introductory skills. Placement in Pointe 2 is determined by the instructor.

POINTE 3

BIDP3

1 Credit

Dancing sur les pointe is the extension of ballet technique for women. The principles of classical ballet are the same principles of dancing sur les pointe. The class further advances the principles of pointe work from the Pointe 2 / Intermediate level. Students continue to further develop strength, flexibility, and control in the feet ankles, legs, back and torso as it applies to advancing Pointe work. Emphasis is placed on the student's development of strong, stretched, and elongated line in legs. Prerequisite: Demonstrated strong proficiency in Pointe 2 / Intermediate Pointe Skills. Placement in Pointe 3 is determined by the instructor.

POINTE 4

BIDP4

1 Credit

Dancing sur les pointe is the extension of ballet technique for women. The principles of classical ballet are the same principles of dancing sur les pointe. The class is an extension of Pointe 3 and advances students' abilities to perform technical feats en pointe.

Prerequisite: Demonstrated strong proficiency in Pointe 3. Placement for Pointe 4 is determined by the instructor.

ENSEMBLE/CONDITIONING

BIADD

1 Credit

This course is designed to serve multiple purposes. Students will learn various repertoires in multiple genres of dance. This course will focus on the study and application of yoga and pilates exercises at the beginner to advanced levels. This course is designed for students to discover their strengths and weaknesses and to work to create balance and correct postural alignment. Students will learn the proper execution and purpose of each exercise in order to increase strength, flexibility, and stability and be able to apply concepts to their technique classes. Students will also develop knowledge of breathing, sequencing, cross training, and of their own body's needs. Students learn the anatomical structure of their body and to work safely and effectively in order to improve technical capacities.



Instrumental Music



“Music washes
away from the
soul the dust of
everyday life.”
Berthold
Auerbach



INSTRUMENTAL MUSIC PROGRAM

SUGGESTED PATHWAYS

The music program provides comprehensive preparation in instrumental music. Students participate in a variety of performance ensembles, receive weekly private music lessons, and study music theory and literature. Students may also study piano, music technology, and conducting. The students participate in numerous Master Classes and have the opportunity to perform both individually and in ensembles.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Applied Music 1	Applied Music 2	Applied Music 3	Applied Music 4
Band Techniques 1 String Techniques 1 Piano Repertoire 1	Band Techniques 2 String Techniques 2 Piano Repertoire 2	Chamber Ensemble: Instrumental 1 Piano Repertoire 3	Chamber Ensemble: Instrumental 2 Piano Repertoire 3/4
Musicianship 1	Musicianship 2	AP Music Theory or Musicianship 3	Elective
Instrumental Ensemble	Instrumental Ensemble	Elective	Elective
		Elective	Instrumental Ensemble
		Instrumental Ensemble	Senior Seminar
		Junior Recital	Senior Recital

Electives:

- AP Music Theory (Grade 11 or 12)
- Advanced Concepts in Music
- Creative Music Tech
- Class Piano
- Music History
- Conducting
- Intro to Music Education
- Honors Jazz Ensemble

All students participate in a large ensemble. Piano and Guitar Majors may choose the large ensemble that will best fit their individual secondary interest. Participating in Band, Orchestra or Choir gives these traditionally solo players the experience of participating in a large ensemble, and working with a conductor. In addition, it gives them the opportunity to be involved in trips and special performances that are afforded by these organizations.

***Accelerated Credit Option:**

In some Arts courses eleventh and twelfth grade students have the opportunity to earn Accelerated Credit by completing additional activities beyond the regular course of study. Students who commit to and complete the additional activities will earn Honors credit status and weighted grading to recognize their higher levels of achievement. Interested juniors and seniors should speak with their teachers about the availability of this Accelerated Credit option.

INSTRUMENTAL MUSIC COURSE DESCRIPTIONS

ADVANCED CONCEPTS IN MUSIC 1 *(taught in odd numbered years)*

BIIMAC1

1 Credit

In this class, advanced concepts in the composition and practices of music creation from different historical periods will be explored. This class is suggested for students who have mastered fundamental music analysis and who might wish to study music as taught in many university music schools. This class will cover Western Art Music from the Middle Ages, through the Classical period.

ADVANCED CONCEPTS IN MUSIC 2 *(taught in even numbered years)*

BIIMAC2

1 Credit

In this class, advanced concepts in the composition and practices of music creation from different historical periods will be explored. This class is suggested for students who have mastered fundamental music analysis and who might wish to study music as taught in many university music schools. This class will cover Western Art Music from the late Classical period, to the beginning of the 21st Century.

ADVANCED PLACEMENT MUSIC THEORY

A672AP

1 Credit

This is the formal class that offers a path toward success in passing the AP Music Theory exam. Students who take this class will take the exam in May. Aural and written skills required for the AP exam will be reinforced. The curriculum quickly accelerates beyond the scope of the standard AP exam as students explore advanced musical concepts.

APPLIED MUSIC 1, 2, 3, 4

BIIA 1,2,3,4

1 Credit

The student will develop his/her individual performance skills with a weekly private lesson under the supervision of a specialized instructor. Etudes and solo pieces appropriate to the student's level of development will be used. Daily practice will be required, as well as periodic demonstration of development in various performance situations. A juried evaluation is required at the conclusion of EACH semester.

BAND TECHNIQUES 1

BIIBT1

1 Credit

This class is a band instrument techniques class. Fundamentals of music performance and individual and ensemble musicianship are learned in a group setting. Method books will be used in conjunction with the music assigned in Symphonic Band. Required of all Freshmen.

BAND TECHNIQUES 2

BIIBT2

1 Credit

This class is a sequel to Band 1. Individual and ensemble techniques learned in Band 1 are expanded upon. Required of all Sophomores.

CHAMBER ENSEMBLE: INSTRUMENTAL 1*

BIIC1

1 Credit

This elective class is for student instrumentalists who would like to play in more demanding small group settings. A high degree of musicianship and technical skill attainment is a prerequisite for instructor consent. Students will learn critical skills in listening and teamwork as ensembles within the larger class learn to rehearse themselves and prepare assigned music for performance. Periodic after-school, evening and weekend public performances of ensemble repertoire are required to meet course objectives.

CHAMBER ENSEMBLE: INSTRUMENTAL 2*

BIIC2

1 Credit

In Chamber Music 2, there are increased expectations of performance accuracy and maturity of musicianship than in Chamber Music 1.

CLASS PIANO

BIMP1

1 Credit

Piano Lab 1 is for students learning the fundamentals of basic keyboard. Students are expected to learn to read piano music, both by playing chordal accompaniment to melodic lines, and by reading appropriate piano melodies.

CONDUCTING

BIMX1

1 Credit

Students will receive group instruction in basic conducting techniques and interpretation with relation to both choral and instrumental ensembles.

No prerequisite

CREATIVE MUSIC TECHNOLOGY

BIMC1

1 Credit

This course will introduce the student to professional-level computer music software and hardware. Students will gain experience using notation, sequencing, theory, and recording software. Students will create original works, as well as modeling real-world music technology applications.

GUITAR ENSEMBLE 1 (FRESHMEN)

BIIMG1

1 Credit

This is the major performance class for all guitarists. By learning and performing specially arranged music from all major historical periods, students will experience through playing, many different types of Western music. Most importantly, students will learn part independence and responsibility for the correct execution of their individual part to the ensemble as a whole. Periodic after-school, evening and weekend public performances of ensemble repertoire are required to meet course objectives. This class is required of all freshmen guitar instrumental majors.

GUITAR ENSEMBLE 2 (SOPHOMORES)

BIIMG2

1 Credit

In Guitar Ensemble 2, there are increased expectations of performance accuracy and maturity of musicianship than in Guitar Ensemble 1. This class is required of all sophomore guitar instrumental majors.

GUITAR ENSEMBLE 3 (JUNIORS)

BIIMG3

1 Credit

In Guitar Ensemble 3, there are increased expectations of performance accuracy and maturity of musicianship than in Guitar Ensemble 1 or 2. This class is required of all junior guitar instrumental majors.

GUITAR ENSEMBLE 4 (SENIORS)*

BIIMG4

1 Credit

In Guitar Ensemble 4, there are increased expectations of performance accuracy and maturity of musicianship than in Guitar Ensemble 1,2 or 3. This class is required of all senior guitar instrumental majors.

GUITAR TECHNIQUES 1

BIGT1

1 Credit

This class is a guitar techniques class. Fundamentals of music performance and individual and ensemble musicianship are learned in a group setting. Method books will be used in conjunction with the music assigned in Guitar ensemble. **Comprehensive scales** - This includes open position scales, as well as movable patterns, and connecting these patterns. This covers the whole range of the instrument. **Right hand technique exercises** - Specifically, daily right hand exercises from the book "120 Studies for Right Hand Development by Mauro Giuliani". Mastering of notes up the neck/ higher position notes. Required of all Freshmen.

GUITAR TECHNIQUES 2

BIGT2

1 Credit

This class is a sequel to Guitar 1. Individual and ensemble techniques learned in Guitar 1 are expanded upon. Required of all Sophomores.

HONORS JAZZ ENSEMBLE*

A667H

1 Credit

Honors Jazz Ensemble gives students of demonstrated ability the opportunity and experience of performing the stage-jazz ensemble literature of the past and present. Students learn about the various periods, performers, styles of jazz, and basic styles of jazz improvisation. They extend their technical range and develop specialized skills of jazz phrasing, interpretation, and improvisation necessary to perform the literature for this ensemble. The importance of consistent and effective practice habits is stressed. Members of the jazz ensemble are some of the most proficient performers in their school and demonstrate a willingness to participate in other instrumental ensembles within the school. Public performances during and after school hours may be required to meet course objectives. This course is available for dual enrollment. Instruction in honors classes is at a rigorous pre-Advanced Placement level. Students will be expected to complete challenging assignments above grade level, both in and out of class.

Prerequisite: Audition

INTRODUCTION TO MUSIC EDUCATION

BIME1

1 Credit

This course introduces students to the rewarding field of teaching K-12 music in a school setting. Students will explore qualities of effective teachers, guidelines for teaching and learning such as national standards for arts education, and the role of a teacher in the artistic lives and development of young musicians. Students will learn introductory instrumental skills needed to play instruments of each musical family as taught in school instrumental programs. Field observations in area schools will provide real world experiences. No prerequisite.

MUSICIANSHIP 1

BIMT1

1 Credit

An understanding of music theory is the gateway to understanding the formal language and grammar of music. This includes note reading and notation, melodic and harmonic analysis, and part writing which will lead to a more thorough understanding of music composition and music theory. Students will also learn aural skills that will greatly enhance their performance of music. This will include sight singing and dictation. The aural, visual, and theoretical aspects of music reading will be learning and developed. Students will study the moveable “do” system of solfège and sing using these syllables.

MUSICIANSHIP 2

BIMT1

1 Credits

This course builds on the foundations set in Musicianship 1 and focuses on enhanced skill development in the areas of note reading, notation, melodic and harmonic analysis, and part writing as they form a basis for a more comprehensive understanding of music in its various performance manifestations. The aural, visual, and theoretical foundations of music are built upon through a variety of increasingly complex creative and analytical musical tasks and explorations.

PIANO LAB

A682

1 Credit

Piano Lab I is for students interested in learning fundamentals of basic keyboard. Students are expected to learn to read music, both by playing a chordal accompaniment to melodic lines and by reading appropriate piano melodies.

PIANO REPERTOIRE (FRESHMEN)

BIIPR1

1 Credit

This class is required of all piano majors. Piano literature, performance practice and historical trends will be learned in a master class type setting. Duets and other ensemble literature will be studied. Students will perform for each other in the class setting.

PIANO REPERTOIRE 2 (SOPHOMORES)

BIIPR2

1 Credit

A continuation of Piano Repertoire 1

PIANO REPERTOIRE 3 (JUNIORS)

BIIPR3

1 Credit

A continuation of Piano Repertoire 2

PIANO REPERTOIRE 4 (SENIORS)*

BIIPR4

1 Credit

A continuation of Piano Repertoire 3

SENIOR PORTFOLIO CLASS

PITPD

1 credit

Students will learn the logistics of how to prepare and present auditions for colleges and music schools, as well as for scholarship applications. Students will also prepare for their senior recital, a culmination of their work at Barbara Ingram. Working collaboratively or independently, the students will be responsible for all aspects of their senior recital including invitations and announcements, planning of work, and planning and hosting the reception of the performance.

STRING TECHNIQUES 1

BIIST1

1 Credit

This class is a string instrument techniques class. Fundamentals of music performance and individual and ensemble musicianship are learned in a group setting. Method books will be used in conjunction with the music assigned in Symphonic Orchestra. Required of all Freshmen.

STRING TECHNIQUES 2

BIIST2

1 Credit

This class is a sequel to Strings 1. Individual and ensemble techniques learned in Strings 1 are expanded upon. Required of all Sophomores.

STUDIO PRACTICE

BIMSP

1 Credit

Students will be given supervised independent studio work to be completed under the guidance of applied teaching staff.

SYMPHONIC BAND 1 (FRESHMEN)

BIIB1

1 Credit

This is the major performance class for all woodwind, brass and percussion instrumentalists. Pianists and guitarists are invited by consent of the instructor to play piano, keyboards and percussion with the band. By learning and performing specially arranged music from all major historical periods, students will experience through playing different types of Western art music. Most importantly, students will learn part independence and responsibility for the correct execution of their individual part to the ensemble as a whole. Periodic after-school, evening and weekend public performances of ensemble repertoire are required to meet course objectives. This class is required of all freshmen band instrumental majors.

SYMPHONIC BAND 2 (SOPHOMORES)

BIIB2

1 Credit

In Symphonic Band 2, there are increased expectations of performance accuracy and maturity of musicianship than in Symphonic Band 1. This class is required of all sophomore band instrumental majors.

SYMPHONIC BAND 3 (JUNIORS)*

BIIB3

1 Credit

In Symphonic Band 3, there are increased expectations of performance accuracy and maturity of musicianship than in Symphonic Band 1 or 2. This class is required of all junior band instrumental majors.

SYMPHONIC BAND 4 (SENIORS)*

BIIB4

1 Credit

In Symphonic Band 4, there are increased expectations of performance accuracy and maturity of musicianship than in Symphonic Band 1, 2 or 3. This class is required of all senior band instrumental majors.

SYMPHONIC ORCHESTRA 1 (FRESHMEN)

BIIO1

1 Credit

This is the major performance class for all string instrumentalists. Pianists and guitarists are invited by consent of the instructor to play piano, keyboards and percussion with the orchestra. By learning and performing specially arranged music from all major historical periods, students will experience through playing different types of Western art music. Most importantly, students will learn part independence and responsibility for the correct execution of their individual part to the ensemble as a whole. Periodic after-school, evening and weekend public performances of ensemble repertoire are required to meet course objectives. This class is required of all freshmen string instrumental majors.

SYMPHONIC ORCHESTRA 2 (SOPHOMORES)

BIIO2

1 Credit

In Symphonic Orchestra 2, there are increased expectations of performance accuracy and maturity of musicianship than in Symphonic Band 1. This class is required of all sophomore string instrumental majors.

SYMPHONIC ORCHESTRA 3 (JUNIORS)*

BIIO3

1 Credit

In Symphonic Orchestra 3, there are increased expectations of performance accuracy and maturity of musicianship than in Symphonic Band 1 or 2. This class is required of all junior string instrumental majors.

SYMPHONIC ORCHESTRA 4 (SENIORS)*

BIIO4

1 Credit

In Symphonic Orchestra 4, there are increased expectations of performance accuracy and maturity of musicianship than in Symphonic Band 1, 2 or 3. This class is required of all senior string instrumental majors.

Western Culture and the Arts: The Middle Ages through the 21st Century

BIWCA

1 Credit

Course surveys cultural accomplishments of Western civilization from the Middle Ages through our current times. Content includes visual arts, music, literature, theater, architecture, and philosophy studied in historical context.

Theatre



“With a developed imagination, there’s no place you can’t go”
Sanford Meisner

Theatre Program

Suggested Pathways

In the Theatre Department we have three courses of Study: Acting; Musical Theatre and Technical Theatre. The Theatre Department provides a comprehensive preparation for students in all 3 theatre concentrations. The members of the department will study the skills that are necessary to prepare for a college education in the theatre arts.

ACTING GRADE 9

Acting 1/ Improvisation
 Music Fundamentals
 Movement and Dance for Actors 1
 AS Ensemble 1

ACTING GRADE 10

Acting 2/ Improvisation
 Music Fundamentals
 Movement and Dance for Actors 2
 AS Ensemble 2

ACTING GRADE 11

Acting 3-Style/Scene Study
 Theatre History
 Voice and Speech
 Audition/Portfolio
 AS Ensemble 3

ACTING GRADE 12

Acting 4-Style/Scene Study
 Portfolio/Senior Project
 Theatre History
 Voice and Speech
 AS Ensemble 4

MUSICAL THEATRE GRADE 9

Acting 1/ Improvisation
 Music Fundamentals
 Dance for MT 1
 Priv. Voice for MT
 MT Ensemble 1

MUSICAL THEATRE GRADE 10

Acting 2/ Improvisation
 Music Fundamentals
 Dance for MT -2
 Priv. Voice for MT
 MT Ensemble 2

MUSICAL THEATRE GRADE 11

MT Techniques 1
 Audition/Portfolio
 Dance for MT – 3
 Priv. Voice for MT
 Music Fundamentals 3
 MT Ensemble 3

MUSICAL THEATRE GRADE 12

MT Techniques 2
 Portfolio/Senior Project
 Dance for MT – 4
 Priv. Voice for MT
 Music Fundamentals 4
 MT Ensemble 4

TECHNICAL THEATRE GRADE 9

Acting 1/ Improvisation
 Technical Theatre 1
 Technical Ensemble 1
 Movement and Dance for Actors 1
 Scene Shop 1

TECHNICAL THEATRE GRADE 10

Acting 2
 Technical Theatre 2
 Technical Ensemble 1
 Movement and Dance for Actors 2
 Scene Shop 2

TECHNICAL THEATRE GRADE 11

Technical theatre 3
 Theatre History 1
 Portfolio Projects
 Technical Ensemble 3
 Scene Shop 3

TECHNICAL THEATRE GRADE 12

Technical Theatre 4
 Theatre History 2
 Portfolio/Senior Project
 Technical Ensemble 4
 Scene Shop 4

THEATRE COURSE DESCRIPTIONS

ACTING (FOUR LEVELS)

BITA 1 credit

This is a comprehensive course of study in acting skills which includes the basics where students will recognize the physical and emotional tools needed to develop a character. Students will creatively expand their improvisational skills by working collaboratively with others. Students ensemble skills will grow through activities and projects understanding that teamwork and dependability are the tools of the theatrical trade. They will learn to become critical listeners and viewers, capable of making sound aesthetic choices. The students will focus on the development of the student's physical and emotional acting tools while deepening the ability to develop character through text analysis and script scoring. By the time the student enters the upper levels they will participate in in-depth study of different acting styles and the skills needed to accurately represent those styles.

* four levels available

ACTORS STUDIO ENSEMBLE* **(acting students)**

BITAS .5 credit

This ensemble will give students a production oriented performance experience. Students in this ensemble will work collaboratively with all of the actors in the department to rehearse and produce scenes, one act and multi act productions.

* four levels available

AUDITION AND PORTFOLIO PRODUCTION

PITP .5 Credit

This course is offered to help familiarize students with the audition process. During the course students will refine audition skills and learn to choose and cut monologues for auditions. (MT- will also learn to cut and rehearse Musical Theatre selections for auditions)

BARBARA INGRAM THEATRICAL TROUPE

BITTT PASS/FAIL

This ensemble will give students a large ensemble production oriented performance experience. Students from all four grade levels will meet collaboratively to rehearse major performances.

DANCE FOR MUSICAL THEATRE **(Musical Theatre Students)**

BIDMT 1, 2, 3, 4 1 Credit

This class is a four year requirement for all Musical Theatre students. Students will develop work ethic, dance skills and choreography necessary for musical theatre productions. As the students progress to upper level levels the students will expand dance skills and their dance styles as well as master more intricate steps and combinations while continuing to improve overall physical fitness. Students will have the opportunity to choreograph and teach combinations and routines.

* Four levels available

INTRODUCTION TO FILM TECHNIQUES (elective)

BITFT .5 CREDIT

This course provides students and opportunity to explore cinematic techniques through hands-on experience with a variety of projects, film studies and media production.

MAKE-UP/SPECIAL EFFECTS (elective)

BITMU .5 CREDIT

This course focuses on hairstyles, makeup techniques and special effects used in theatre, from the traditional to the abstract.

MOVEMENT AND DANCE FOR ACTORS **(Acting and Technical Theatre Students)**

BITD .5 Credit

The class introduces students to a variety of basic dance style used in traditional musical theatre. Students will practice strength, flexibility, agility, coordination, balance, rhythm and overall physical fitness. (elective) one level required for both acting and technical theatre majors.

* Multiple levels available

MUSIC FUNDAMENTALS FOR THEATRE

BIMF .5 CREDIT

In this course the student will gain an understanding of note reading and notation, melodic and harmonic analysis. Students will learn aural skills that will greatly enhance their performance of music this will include sight singing. The students will study the moveable "do" system of solfe'ge and sing using these syllables. Students will also be learning the fundamentals of basic keyboard.

* multiple levels available

MUSICALTHEATRE TECHNIQUES

BITMT 1 CREDIT

This course provides students an opportunity to view, analyze and perform musical theatre repertoire focusing on the text and the acting techniques necessary to perform the style.

* Multiple levels available

MUSICAL THEATRE ENSEMBLE*

BITME

.5 CREDIT

(Musical Theatre Students)

This course of study will give students a production oriented performance experience. Students in this ensemble will work collaboratively to rehearse and perform musical theatre production numbers specifically designed and produced for short public performances and touring venues.

* Four levels available

PORTFOLIO DEVELOPMENT AND SENIOR PROJECT*

PITPD

.5 CREDIT

Students will learn logistics of how to prepare and present audition for colleges and/or theatre schools as well as for scholarship applications. Working collaboratively or independently, the students will be responsible for all aspects of their senior showcase including invitations and announcement, planning of the work, and planning and hosting the reception of the show.

PORTFOLIO PROJECTS*

BIPP

.5 CREDIT

(Technical Theatre)

A portfolio is a useful and necessary tool that those of us who want to work in stage management, design and production use to show others what they have done and what we can do. Whether our technical students are planning to interview for a college theatre program, an internship, or a summer job, a portfolio gives their work (and therefore the interview) a visual context. This course will help juniors to prepare for that audition process.

PRIVATE VOCAL INSTRUCTION FOR MUSICAL THEATRE

BITP

.5 CREDIT

(Musical Theatre Only)

The student will develop his/her individual performance skills with a weekly private lesson under the supervision of a specialized instructor. Daily practice will be required. The course will provide the student with instruction on the necessary technical skills needed for healthy vocal production. Study includes the physiological components of the vocal apparatus through application with an emphasis on the musical theatre genre. Proper breathing, alignment, release of physical constrictions, relaxation and proper vowel and consonant production is emphasized. Appropriate musical theatre style is then included through acting elements and dramatic intention. The student will be required to perform showcases no less than 3 times per year. Students are required to maintain a musical theatre Song "Book". Sight-Singing skills and Keyboard skills included in levels 3 -4.

* four levels available

SCENE SHOP

BITS

.5 Credit

This course is a hands-on practicum where students will spend their class time in the scene shop building sets, properties, cleaning performance spaces, hanging lighting instruments, setting up and tearing down equipment, building costumes and all other behind the scene production needs for shows that are produced in the school and as required for the Theatre Department. In order to meet all deadlines, some afternoon and evening hours are required in addition to class attendance. Students will concentrate on the major areas of theatre technology, production and performance.

* four levels available (elective)

TECHNICAL THEATRE

BITT

1 CREDIT

This course has 4 levels and is required for all Technical Theatre majors. This course of study begins with a basic history, terminology and conventions as they apply to the study of technical theatre. The students will learn the care and safe use of hand and power tools used in the construction of theatrical scenery and properties. Students will study basic drawing, drafting and computer aided design. Students will work with specific equipment such as lighting instruments and controllers, fly systems and sound equipment. They will study stage management as well as costume and make up design. At the most advanced level the course will provide advanced application of the tools, equipment and concepts of technical theatre. Advanced application of theatrical design through practical and special projects.

* four levels available

TECHNICAL THEATRE FOR ACTORS

BITTA

.5 CREDIT

(Acting Majors)

This course provides an introduction to Basic history, terminology and conventions as they apply to the study of technical theatre. Students will practice the care and safe use of basic hand and poser tools used in the construction of theatrical scenery and properties. They will learn basic lighting and sound concepts and equipment usage and practice basic drawing, drafting and computer aided design techniques. * four levels available.

TECHNICAL THEATRE ENSEMBLE

BITEN

.5 CREDITS

(Technical Theatre majors)

This course of study will give technical theatre students a collaborative production oriented experience. Students in this ensemble will work collaboratively to develop the technical aspects and rehearsal skills needed for scheduled productions.

* four levels available

THEATRE HISTORY

BITH

.5 CREDIT

Through the study of the theatre of a particular era the students will discover the religious, social, political and economic influences of the time. Students will develop a historical appreciation of theatre's impact on culture and society. A comparison of past eras will not only emphasize the evolution of drama, but also further the student's understanding of the theatre of today, and how it points the way to the theatre of tomorrow. Students will identify and research cultural, historical and symbolic clues in dramatic texts and evaluate how this information can assist them in making artistic choices for informal and formal productions.

* Multiple levels

THEATRE FOR NON-MAJORS

BITNM

1 credit

This course introduces, to the non-theatre major, the basic elements of the art and craft of acting as well as the methods, practices and materials used in technical production and stagecraft.

The class will explore and practice techniques used to foster our artistic impulses from both the inside out (psychological), and the outside in (physical). The class will learn how to effectively apply action, objective, obstacles, and stakes to text in order to create dynamic and vibrant characters. The intention will be to stimulate imaginations in a way that provides a treasure chest of images and gestures to draw on when crafting a theatrical creation. Hands on experience in set building, property construction and development of costumes for specific show requirements will also be explored.

VOICE AND SPEECH

BITV

.5 CREDITS

This course is designed to introduce students to the sound breathing technique and how it is used in connection with the projection of the voice. In addition, vocal exercises, vocal sound creation and placement as well as consonant sound creation and placement will be developed. The course will also provide training in articulation. Students will research the history of the English language and understand how individuals develop vocal quality and patterns of speech. Students will be introduced to the symbols of International Phonetic Alphabet. This course will prepare students for dialect and accent work. As students progress in levels they will practice the tools necessary to accurately produce the sound, placement and pitch changes vital to creating an authentic sounding dialect and accents and how it can be applied to advanced scene work.

* multiple levels

Visual Arts



“The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.”
Marcel Proust



VISUAL ARTS PROGRAM

SUGGESTED PATHWAYS

The Visual Arts Department provides students with a solid foundation in the visual arts field. The course of study includes instruction in traditional media; drawing, painting, ceramics, sculpture, printmaking and photography, as well as newer forms, such as digital media and mixed media. The curriculum provides a balance between technical skill acquisition and concept development through emphasis on art history, design and aesthetics. Study in this program results in the development of an individualized artistic portfolio that prepares a student for further study in college or a professional career.

Grade 9

2D Studio Art 1
3D Studio Art 1
Design 1
Digital Photography 1
Foundations of Art

Grade 10

2D Studio Art 2
3D Studio Art 2
Art History 1
Digital Media 1
Photography 1

Grade 11

2D Studio Art 3
3D Studio Art 3
Art History 2
Digital Media 2
Figure Drawing
Photography 2

Grade 12

Aesthetics and Criticism
Advanced 2D Studio Art
Advanced 3D Studio Art
AP Studio
Mixed Media Studio
Senior Exhibition/
Portfolio

Additional Options

Grade 9

Ceramics 1
Digital
Photography 2
Drawing 1
Drawing 2
Painting 1
Photography 1
Printmaking 1
Sculpture 1

Grade 10

Design 2
Drawing 2, 3 or 4
Ceramics 2
Sculpture 2
Painting 1 or 2
Portfolio
Printmaking 1 or 2

Grade 11

Ceramics 3
Design 2
Drawing 4
Painting 2 or 3
Photography 3
Printmaking 1 or 2
Portfolio
Sculpture 3

Grade 12

Advanced Figures
Advanced Studio 1 or 2
Ceramics 4
Experimental Drawing
Painting 3 or 4
Photography 4

VISUAL ARTS COURSE DESCRIPTIONS

ADVANCED STUDIO 1

BIAS1

1 credit

Advanced Studio 1 is designed to give students extended amounts of time to work in a studio environment to develop a portfolio. For this course, the student and teacher work together to develop an individualized student plan focused on one area of art. Advanced Placement portfolio guidelines are considered in the development of the individualized student plan. Students will be expected to complete challenging assignments above grade level, both in and out of class.

ADVANCED STUDIO 2

BIAS2

1 credit

Advanced Studio 2 is designed to continue the individualized artistic plan developed by students and their teachers in Advanced Studio 1. Students will be expected to continue completing challenging assignments above grade level, both in and out of class, in this sustained artistic investigation, which results in a completed work portfolio.

ADVANCED FIGURES

BIVAF1

.5 Credit

This course is a continuation of skills and topics explored in Figure Drawing. Students will develop a contemporary outlook on use of the figure in today's art world. The media used will be largely student directed and can include 2-D as well as 3-D media.

ADVANCED PLACEMENT ART HISTORY

A631AP

1 Credit

In the course, students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They learn to look and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. A meaningful way to experience works of art is learning to frame an understanding that relates how and why works of art communicate visual meaning. Students will take the Advanced Placement test as the conclusion of the course.

ADVANCED PLACEMENT STUDIO ART

A630AP

1 Credit

Advanced Placement Studio Art requires completion of one of the following portfolios: Drawing portfolio or 2-Dimensional Design, or 3-D Design portfolio. All requirements for these portfolios are set forth by the Advanced Placement Program of the College Board.

AESTHETICS AND CRITICISM

BIVAC

.5 Credit

This course will cover problems in describing, analyzing, interpreting, and evaluating art. The students will experience the value, consequences and centrality of interpretation to the art criticism process by examining works of art including contemporary art, old and foreign art. Students will be introduced to a philosophical study of the nature of art and the appreciation of art.

ART 1

A602

1 Credit

Art I is available to all students with no prior high school art experience. Course content includes the study of fundamental visual art elements (i.e., color, line, shape, etc.) and principles of design (i.e., balance, rhythm, contrast, etc.). Students survey art history and appreciation, demonstrate basic skills (i.e., drawing) and conceptual experiences, as well as use a wide variety of techniques and materials. Evaluation (critique/grading) of student works are teacher-directed with participation from students. Students are responsible to learn and improve their artwork. Students also are held accountable for the respect of materials and other students in the class.

ART HISTORY 1

BIVH1

.5 Credit

Art History 1 is designed to increase the student's understanding of the visual arts and their relationship to history and human experience through the study of images, reading, written work, and discussion. Students will appreciate the diversity of artistic expressions from cultures around the globe and understand that art from various cultures throughout history shares certain characteristics and interests. They will study the beginnings of Western art up to the Renaissance and begin to recognize various period styles.

ART HISTORY 2

BIVH2

.5 Credit

This course continues developing the student's understanding of the visual arts and their relationship to history and human experience through the study of images, reading, written work, and discussion. Students will identify factors that have influenced Western art from the Renaissance through contemporary times, and learn to distinguish between various styles. The development of criteria for making visual aesthetic judgments is stressed. Arts of other cultures, which were emphasized in Art History 1, will be included.

CERAMICS 1

BIVCR1

.5 Credit

This course is a comprehensive introduction to the craft of clay working. The primary emphasis is on studio work leading to a portfolio of finished pieces by the end of the semester. The main goal of this course is to be able to create as well as appreciate expressive, beautiful three dimensional clay forms. Students will gain an understanding of other cultures and periods of human expression in clay and begin to be proficient at forming clay objects.

CERAMICS 2

BIVCR2

.5 Credit

This course will focus on the continued exploration of hand building techniques with greater emphasis on wheel throwing. Students will continue to gain proficiency with clay techniques as well as a greater understanding of how contemporary artists create with clay and draw upon ideas from the past.

CERAMICS 3

BIVCR3

.5 Credit

This course will be heavily studio driven. Students will continue to explore ideas and concepts of ceramics throughout time and relate these ideas to their own work. Students will begin to develop a research based body of work that is guided by the teachers and based on topics relevant to ceramics. Students will continue to work on skill acquisition through a variety of ceramic techniques and media.

CERAMICS 4

BIVCR4

.5 Credit

This is a largely studio driven course which will focus on the continuation of advanced wheel throwing and hand building techniques and processes. Students will work toward mastery of form and surface application techniques.

DESIGN 1

BIVX1

.5 Credit

The fundamentals of design involve understanding the formal structure of all visual work. Course work will include the utilization of the elements of art according to the standard principles of design, including explorations of color theory. Students will be working with problems designed to expand their ability to work effectively in two and three dimensions.

DESIGN 2

BIVX2

.5 Credit

In this course, students will continue to develop their ability to work effectively in two and three dimensions. Students will apply their knowledge of design and begin exploring their own direction as they create artworks in response to design problems presented by the teacher. Students will be expected to discuss their works and the works of others as it relates to design and the topic at hand.

DIGITAL MEDIA 1

BIVDM1

.5 Credit

In this course, students will be introduced to the artistic use of digital media. Students will gain knowledge and skills in employing the Adobe Creative Cloud programs. These include Adobe Photoshop, Illustrator and Premiere Pro for production in the creative and fine arts.

DIGITAL MEDIA 2

BIVDM2

.5 Credit

This course will introduce students to the fundamentals of digital illustration, compositing and video production. Students will develop skills in pre-production, storyboarding and post-production utilizing Adobe Creative Clouds software, including Adobe After Effects, Premiere Pro and Media Encoder.

DIGITAL PHOTOGRAPHY 1

BIVDP1

.5 Credit

This class is an introduction to working digitally with photographic images. Students will learn to use their digital cameras to produce images which show technical and conceptual skill. Course content will include projects, presentations, critiques and lectures based on both classical methods and constructed methods of image creation with the digital camera. Technical lectures and demonstrations will include basic: camera functions importing files from digital media, color management, image improvement and manipulation using Adobe Lightroom and preparing final images for email, web, print and/or presentation.

DIGITAL PHOTOGRAPHY 2

BIVDP2

.5 Credit

In this course students will continue to build technical and conceptual skill in working with digital DSLR cameras to control and produce images. Course content includes projects, presentations and critiques. Technical lectures and demonstrations will further knowledge of camera functions, working with digital files, and preparation of images for email, web, print and/or presentation.

DRAWING 1

BIVDR1

.5 Credit

An introductory course designed to develop basic drawing skills. Students will experience the use of various black and white as well as monochromatic materials and techniques while working from a variety of sources. The emphasis will be on direct observation. Students will learn how to keep a sketchbook for research and practice.

DRAWING 2

BIVDR2

.5 Credit

This course will be a continuation of basic skills and techniques taught in Drawing 1. Student will broaden their range of drawing expression by using a variety of materials and techniques combining direct observation with conceptual approaches.

DRAWING 3

BIVDR3

.5 Credit

This course will continue to build upon the skills acquired in the previous drawing courses. Drawing problems utilizing a wider variety of subject matter, media, and methods will be pursued. Students will learn how to create their own artistic problems and develop these concepts through research.

DRAWING 4

BIVDR4

.5 Credit

This course focuses on the refinement of drawing techniques and expressive skills as well as the development of concept and theme. Emphasis will be on a drawing approach that takes into account conceptual as well as formal approaches to drawing.

EXPERIMENTAL DRAWING

BIVED

.5 Credit

This is an advanced drawing course that will be largely student directed. The emphasis in this course will be solving visual problems as they relate to the contemporary field of art. Students will be permitted to use a variety of drawing media to complete the assignments.

FIGURE DRAWING

BIVFD

.5 Credit

This course will continue to develop drawing skills through a concentration on accurate portrayal of the human figure. Emphasis will be on an approach that takes into account anatomical accuracy of the observed forms, shapes and planes relating to the human figure. Students will look at the handling of the figure in the visual arts across time and relate these ideas to their own works. Students will have the opportunity to draw from a model.

FOUNDATIONS OF ART

BIAFND

.5 Credit

This introduction to the visual arts program at Barbara Ingram is designed to acquaint students with the range of purposes that art has had for human beings throughout the ages. The acquisition of fundamental artistic concepts, such as subject matter, media, form and meaning is accomplished through beginning activities in the various disciplines of art—history, criticism, aesthetics and studio production. The course is rooted in the students own production experiences with an emphasis on basic 2-D and 3-D design concepts.

MIXED MEDIA STUDIO

BIVMMS

1 Credit

Mixed Media Studio is a problem-based course in which students utilize artistic knowledge, skill, and creativity to generate an artistic solution using media conceptually appropriate to the specific problem being addressed. Initially, ideas and art-based problems are presented by the teacher; with guidance, students will determine media and techniques to be utilized in the generation and creation of solutions. Under the supervision of the teacher, students will begin to choose their own direction, with regard to problems and concepts selected and appropriate media for the expression of solutions.

MIXED MEDIA 1

BIVMM1

.5 Credit

Mixed Media Studio is a problem based course in which students utilize artistic knowledge, skills, and creativity to generate an artistic solution. The ideas and art-based problems will be presented by the teacher. With guidance, students will determine media and methods to solve proposed problems using a combination of chosen materials.

MIXED MEDIA 2

BIVMM2

.5 Credit

This course continues the study of solving artistic problems by choosing media conceptually appropriate to the topics addressed. Under the supervision of the teacher, students will begin to choose their own direction, with regard to problems and concepts selected and appropriate media for the expression of solutions.

PAINTING 1

BIVP1

.5 Credit

This course will be an introduction to the materials, philosophies, techniques, and processes used by the painter. Students will work with a variety of painting media. The study of painting will be experienced through the study of subject matter, form, and content. Color theory and traditional as well as contemporary approaches will be explored. Emphasis will be on the development of skills and techniques.

PAINTING 2

BIVP2

.5 Credit

In this course, students will continue their study of painting materials, processes and techniques begun in Painting 1, solving problems based upon given aspects of traditional and contemporary painting. Emphasis will be on the development of skills and techniques.

PAINTING 3

BIVP3

.5 Credit

Students will continue to explore ideas and concepts of painting used throughout time and relate these ideas to their own work. Students will begin to develop a research-based body of work that is guided by the teacher and based on topics relevant to painting. Students will continue to work on skill acquisition of a variety of painting techniques and media.

PAINTING 4

BIVP4

.5 Credit

Students will continue to develop skills in various painting techniques and media while beginning to explore a personal direction under the guidance of the teacher. They will continue their investigation of topics relevant to painting and apply this to their studio work.

PHOTOGRAPHY 1

BIVG1

.5 Credit

This course is primarily designed to offer learning experiences in still photography. Basic content includes technical learning of camera(s) and darkroom equipment and procedures, functional application of photography, aesthetic use of the camera, critique technique/procedure of personal/other students work, basic history and theory related to photography, and the introduction of slide production and development and film-making.

PHOTOGRAPHY 2

BIVG2

.5 Credit

This course will be a continuation of the study of technical procedures, history and criticism of still photography, and cinema/ video. Greater amounts of time are allotted for studio and field experiences.

PHOTOGRAPHY 3

BIVG3

.5 Credit

This course will be heavily studio driven. Students will continue to explore ideas and concepts of photography throughout time and relate these ideas to their own work. Students will begin to develop a research-based body of work that is guided by the teachers and based on topics relevant to photography. Students will continue to work on skill acquisition through a variety of photographic techniques and media.

PHOTOGRAPHY 4

BIVG4

.5 Credit

The focus of this course is on advanced darkroom techniques and processes as well as enabling the student to continue to develop a thematic portfolio of work.

PORTFOLIO

BIVPT

.5 Credit

This course gives the students an opportunity to extend their classwork by providing an opportunity for independent studio work under the supervision of an instructor. Students may work individually or may collaborate with their peers. Students will develop their ability to think visually, to plan, prepare for, and execute studio projects that may combine art forms being taught in other classes. The development of a personal portfolio of work is emphasized.

PORTFOLIO PRESENTATION/SENIOR EXHIBITION

BIVSE

.5 Credit

In their senior year, students learn the logistics of how to prepare and present artworks for review for colleges and art schools, as well as for scholarship applications. Students will also prepare for their senior show, a culmination of their work at Barbara Ingram. Working collaboratively or independently, the students will be responsible for all aspects of their senior show including invitations and announcements, planning and hanging of work, and planning and hosting the opening reception of the show.

PRINTMAKING 1

BIVPM1

.5 Credit

This course will look at an overview of the history of printmaking, its origins and its place in the visual arts. Proper techniques and safety procedures for each process will be taught. Students will begin their exploration in printmaking with selected assignments that will cover a variety of media relating to printmaking including, but not limited to monoprints, relief prints and serigraph prints.

PRINTMAKING 2

BIVPM2

.5 Credit

This course will be a continuation of techniques and ideas discussed in Printmaking I. This course will may include intaglio and lithographic processes. Students will continue to gain proficiency with printing techniques and incorporate appropriate compositional techniques.

SCULPTURE 1

BIVSC1

.5 Credit

This course will be an introduction to materials, ideas, and techniques used in sculpture. Students will explore traditional as well as contemporary practices. Topics concerning design in 3-dimensional space will be explored.

SCULPTURE 2

BIVSC2

.5 Credit

This course will be the continuation of explorations of sculptural media and associated techniques. This course will continue to explore traditional and contemporary uses of materials and ideas. Working from life and the figure in a3-D format will be one of the focuses of this course.

SCULPTURE 3

BIVSC3

.5 Credit

This course is an advanced level design course where students will begin to explore some of their own direction in the creation of 3-D work with design problems presented by the teachers. Students will apply the knowledge of 3-D design to solve the visual concepts presented by the teacher. Students will be expected to discuss their works and the works of others as it relates to 3-D design and the topic at hand.

SCULPTURE 4

BIVSC4

.5 Credit

In this studio course students will continue to explore personal themes in the creation of three-dimensional art while developing greater skills in media usage as well as focusing on advanced sculptural techniques and processes.

SPECIAL TOPICS STUDIO

BIVVT

.5 Credit

This advanced level class will guide students in becoming independent visual thinkers and artistic problem solvers. The class will focus on current topics of interest to both the students and contemporary artists. Although the portion of the class that focuses on interpreting contemporary approaches to the chosen topics will be teacher-directed, the students will be encouraged to create their own direction for solving the complex visual and conceptual problems presented by the topics. Students are expected to make use of skills they have already acquired or are now acquiring in other studio classes. The class will include group analysis and discussion of the chosen topics, approaches, and solutions. Since the topics change, this class may be taken more than once.

2D STUDIO ART 1

BIVSA1

1 Credit

2D Art Studio is an introductory course designed to develop basic skills in drawing and painting. Using a variety of materials, students will learn techniques for perceiving and rendering a variety of subjects in both monochromatic and polychromatic color. Projects will emphasize direct observation, communication of ideas and the development of technical knowledge and skills. Traditional as well as contemporary approaches will be explored. Students will learn to keep a sketchbook for research and practice.

2D STUDIO ART 2

BIVSA2

1 Credit

This course will be a continuation of basic skills and techniques taught in 2D Studio Art 1. Student will broaden their range of drawing expression by using a variety of materials and techniques combining direct observation with conceptual approaches. Students will continue their study of painting materials, processes and techniques, solving problems based upon given aspects of traditional and contemporary painting.

2D STUDIO ART 3

BIVSA3

1 Credit

This course will continue to build upon the skills acquired in the previous 2D Studio Art courses. Drawing and painting problems utilizing a wider variety of subject matter, media, and methods will be pursued. Students will continue to explore ideas and concepts of painting and drawing used throughout time and relate these ideas to their own work. Students will begin to learn how to create their own artistic problems and develop these concepts through research.

2D STUDIO ART 4

BIVSA4

1 credit

This course will continue to build skills in drawing and painting through a concentration on the further development of visual problem solving skills. Students will explore personal themes, develop concepts through research and gain in their understanding of the organizational methods used to create two-dimensional art work.

3D STUDIO ART 1

BIVS3D1

1 Credit

This course is a comprehensive introduction to three-dimensional art forms with an emphasis on the introduction to materials, and techniques used in ceramics and sculpture processes. Students will explore foundational practices in three-dimensional design tasks.

3D STUDIO ART 2

BIVS3D2

1 Credit

This course is a continuation of explorations of sculptural media and associated processes. Focus in clay will be a continual examination of hand building techniques with greater emphasis on wheel throwing methods. This course will continue to explore traditional and contemporary uses of materials and ideas in a three-dimensional format.

3D STUDIO ART 3

BIVS3D3

1 Credit

This course focuses on the refinement of advanced three-dimensional practices as well as the development of concept and theme. Students will continue to work on skill acquisition through a variety of ceramic and sculptural techniques and media.

3D STUDIO ART 4

BIVS3D4

1 Credit

This course focuses on advanced methods and practices in ceramics and sculpture. Students will continue to explore personal themes in the creation of three-dimensional art while working toward developing a technical mastery in media usage and process.

Vocal Music



“The only thing better than singing, is more singing.” Ella Fitzgerald



VOCAL MUSIC PROGRAM

SUGGESTED PATHWAYS

The music program provides comprehensive preparation in vocal music. Students participate in a variety of performance ensembles, receive weekly private lessons, and study music theory and literature. All students have the opportunity to study piano, music technology and conducting. The students participate in numerous Master Classes and have the opportunity to perform both individually and in ensembles.

VOCAL MUSIC COURSE DESCRIPTIONS

Grade 9	Grade 10	Grade 11	Grade 12 <i>Senior schedules are individualized based on interest and career goals</i>
Voice Class	Applied Voice 1	Applied Voice 2	Applied Voice 3
Musicianship 1	Musicianship 2	Acting for Singers Elective	Acting for Singers Elective
Ensemble 1 Ensemble 2	Diction for Singers Ensemble 1 Ensemble 2	AP Music Theory (optional) Junior Recital Ensemble 1 Ensemble 2	AP Music Theory (optional) Senior Recital Ensemble 1 Ensemble 2 Senior Seminar
Electives:			
AP Music Theory			
Class Piano			
Conducting			
Creative Technology			
Introduction to Music Education			
Advanced Concepts			
Music History			

***Accelerated Credit Option:**

In some Arts courses eleventh and twelfth grade students have the opportunity to earn Accelerated Credit by completing additional activities beyond the regular course of study. Students who commit to and complete the additional activities will earn Honors credit status and weighted grading to recognize their higher levels of achievement. Interested juniors and seniors should speak with their teachers about the availability of this Accelerated Credit option.

<u>ACTING FOR SINGERS*</u>	BIMOW	1 Credit
The fundamentals of stage technique, movement, directing, and acting for the singer are emphasized, as well as basic technical training in set design, costumes, makeup and props. Opera solos, ensembles, scenes and one-act productions are prepared and performed.		
<u>ADVANCED CONCEPTS IN MUSIC*</u>	BIIMAC	1 Credit
In this class, advanced concepts in the composition and practices of music creation from different historical periods will be explored. This class is suggested for students who have mastered fundamental music analysis and who might wish to study music as taught in many university music schools.		
<u>ADVANCED PLACEMENT MUSIC THEORY</u>	A672AP	1 Credit
This is the formal class that assures success in passing the AP Music Theory exam. Students who take this class will take the exam in May. Aural and written skills required for the AP exam will be reinforced. The curriculum quickly accelerates beyond the scope of the standard AP exam as students explore advanced musical concepts.		
<u>APPLIED MUSIC 1, 2, 3*, 4*</u>	BIIA 1,2,3,4	1 Credit
The student will develop his/her individual performance skills with a weekly private lesson under the supervision of a specialized instructor. Etudes and solo pieces appropriate to the student's level of development will be used. Daily practice will be required, as well as periodic demonstration of development in various performance situations. A juried evaluation is required at the conclusion of EACH semester.		
<u>CANTALA WOMEN'S CHOIR*</u>	BIVE1,2,3,4	1 Credit
Honors Chamber Choir/Cantala Women's Choir allows exceptional choral students to refine their vocal skills in the highly demanding small ensemble setting. Students sing a variety of music written for small vocal ensembles, often without accompaniment. Students learn and practice advanced music reading skills and gain an increased understanding of music theory. They use critical listening skills to evaluate and refine their performances. The ensemble has a very active performing schedule and offers leadership opportunities for student conductors and soloists. Instruction in honors classes is at a rigorous pre-Advanced Placement level. Students will be expected to complete challenging assignments above grade level, both in and out of class. Prerequisite: Choral director recommendation		
<u>CLASS PIANO</u>	BIMP1	1 Credit
Class piano is for students learning the fundamentals of basic keyboard. Students are expected to learn to read piano music, both by playing chordal accompaniment to melodic lines, and by reading appropriate piano melodies.		
<u>CONCERT CHOIR</u>	BIVC1,2	1 Credit
Concert Choir/Honors Advanced Chorus is designed for vocal development and choral performance. It is intended to make vocal music an integral part of the student's daily experience. Students are acquainted with a wide variety of musical literature of many periods of musical history, vocal styles, and develop each individual more fully through active participation. Auditions may be required. Instruction in honors classes is at a rigorous pre-Advanced Placement level. Students will be expected to complete challenging assignments above grade level, both in and out of class.		
<u>CONDUCTING</u>	BIMX1	1 Credit
Students will receive group instruction in basic conducting techniques and interpretation with relation to both choral and instrumental ensembles. No prerequisite		
<u>CREATIVE MUSIC TECHNOLOGY 1</u>	BIMC1	1 Credit
The course will introduce the student to professional-level computer music software and hardware. Students will gain experience using notation, sequencing, theory, and recording software. Students will create original works, as well as modeling real-world music technology applications.		
<u>CREATIVE MUSIC TECHNOLOGY 2</u>	BIMC2	1 Credit
The course will continue and expand the concepts used in Technology 1.		
<u>DICTION FOR SINGERS</u>	BIVD1	1 Credit
Students will study phonetics, phonetic symbols and pronunciation for singing in English, Latin, Italian, German and French, as well as other aspects of language that will aid in comprehension of performance pieces. No prerequisite		

HONORS CHAMBER CHOIR/ENSEMBLE*

A690H

1 Credit

Grade Level 9, 10, 11, 12

Honors Chamber Choir/Ensemble allows exceptional choral students to refine their vocal skills in the highly demanding small ensemble setting. Students sing a variety of music written for small vocal ensembles, often without accompaniment. Students learn and practice advanced music reading skills and gain an increased understanding of music theory. They use critical listening skills to evaluate and refine their performances. The ensemble has a very active performing schedule and offers leadership opportunities for student conductors and soloists. Instruction in honors classes is at a rigorous pre-Advanced Placement level. Students will be expected to complete challenging assignments above grade level, both in and out of class. Prerequisite: Choral director recommendation

INTRODUCTION TO MUSIC EDUCATION

BIME1

1 Credit

This course introduces students to the rewarding field of teaching K-12 music in a school setting. Students will explore qualities of effective teachers, guidelines for teaching and learning such as national standards for arts education, and the role of a teacher in the artistic lives and development of young musicians. Students will learn introductory instrumental skills needed to play instruments of each musical family as taught in school instrumental programs. Field observations in area schools will provide real world experiences. No prerequisite.

MUSIC HISTORY

BIMH1

1 Credit

Required for all music students. Students will study the ancient Medieval, Renaissance, Baroque, Classical, Romantic and 20th Century periods. The course includes an analysis of musical structure, genres, form and aesthetic concepts and practices in their historical context.

No prerequisite

MUSICIANSHIP 1

BIMT1

1 Credit

An understanding of music theory is the gateway to understanding the formal language and grammar of music. This includes note reading and notation, melodic and harmonic analysis, and part writing which will lead to a more thorough understanding of music composition and music theory. Students will also learn aural skills that will greatly enhance their performance of music. This will include sight singing and dictation. The aural, visual, and theoretical aspects of music reading will be learning and developed. Students will study the moveable "do" system of solfège and sing using these syllables.

MUSICIANSHIP 2

BIMT1

1 Credits

This course builds on the foundations set in Musicianship 1 and focuses on enhanced skill development in the areas of note reading, notation, melodic and harmonic analysis, and part writing as they form a basis for a more comprehensive understanding of music in its various performance manifestations. The aural, visual, and theoretical foundations of music are built upon through a variety of increasingly complex creative and analytical musical tasks and explorations.

SENIOR PORTFOLIO CLASS

PITPD

1 credit

Students will learn the logistics of how to prepare and present auditions for colleges and music schools, as well as for scholarship applications. Students will also prepare for their senior recital, a culmination of their work at Barbara Ingram. Working collaboratively or independently, the students will be responsible for all aspects of their senior recital including invitations and announcements, planning of work, and planning and hosting the reception of the show.

STUDIO PRACTICE

BIMSP

1 Credit

Students will be given supervised independent studio work to be completed under the guidance of applied teaching staff.

VOICE CLASS (FRESHMEN)

BIMVO

1 Credit

Fundamentals of singing. Includes breath support and articulation while singing and introductory-level music reading. This course is designed to advance individual singing skills by study and training in singing technique, musicianship, diction, performance and in repertoire.

WOMEN'S CHORALE

BIVGC

1 Credit

General Chorus is designed to make vocal music an integral part of the student's daily experience. It employs a functional and creative approach, which develops a program of singing activities, and exploratory experiences through various ensembles, as well as providing a basis for a cultural background. It is intended to accommodate all students who wish to elect choral singing.

Computer Game Design and Animation

Level I (Grades 9, 10) - 4 Credits

Computer Game Development and Animation – Fundamentals of Development I
Computer Game Development and Animation – Intermediate Development II

Level II (Grades 11, 12) - 4 Credits

Computer Game Development and Animation – Advanced Development III
Computer Game Development and Animation – Developer Capstone Project



COMPUTER GAME AND ANIMATION COURSE DESCRIPTIONS

COMPUTER GAME AND ANIMATION LEVEL I

COMPUTER DESIGN AND GAME ANIMATION DEVELOPMENT FUNDAMENTALS I

BICDGADF Grade Level 9, 10

2 Credits

This course is designed to introduce students to the 16 components of computer game design through a team-centered, problem-solving instructional format. The 16 components include game concept development, business planning and finance, interactive storytelling, storyboarding, writing documentation, developing characters, 2-D graphics, 3-D graphics, developing tools, designing user interfaces, learning about game engines, programming, recording audio and video, testing games, marketing and publishing.

COMPUTER DESIGN AND GAME ANIMATION DEVELOPMENT II

BICDGAD2 Grade Level 9, 10

2 Credits

This course is designed to expose students to the 3D Game Engines: Game Maker, Unity 3D, Unreal Engine and others. Course topics will include programming languages, copyright laws, motion mechanics, narration and script writing, interactive storytelling, storyboarding, creating background music and game scores, graphic design for environment, graphic design for structures, graphic design for characters, Autodesk Maya and 3DS Max, and an introduction to the Foley Effect.

COMPUTER GAME AND ANIMATION LEVEL II

COMPUTER DESIGN AND GAME ANIMATION DEVELOPMENT III

BICDGAD3 Grade Level 11, 12

2 Credits

This course is designed to allow students to build on their previous knowledge of game design. Advanced topics covered will include Game Design Document II, Game Psychology Review, Advanced motion Mechanics, Advanced game programming and development (C#, C++), analysis game and animation technology trends, advanced game design (UI, Environment, Lighting), Sound score mastering, recording and staging live Foley effect, 3D particle effects and lighting, 2D and 3D rendering technologies review, video editing effects and rendering, plus Unity and Unreal game engine product development.

COMPUTER DESIGN AND GAME ANIMATION DEVELOPMENT CAPSTONE IV

BICDGADC Grade Level 11, 12

2 Credits

This course is designed to allow students to refine knowledge of the industry, and students will work on CGDA presentation events and SkillsUSA events. Students will make connections and build bridges for future success. Students will continue and finalize capstone projects, which will demonstrate not only GDCA skills, but interdepartmental cooperation. Completed portfolios will be presented and submitted for review. Students will have the opportunity to test for the Digital Literacy IC3 (Course Completer Certification Exam).

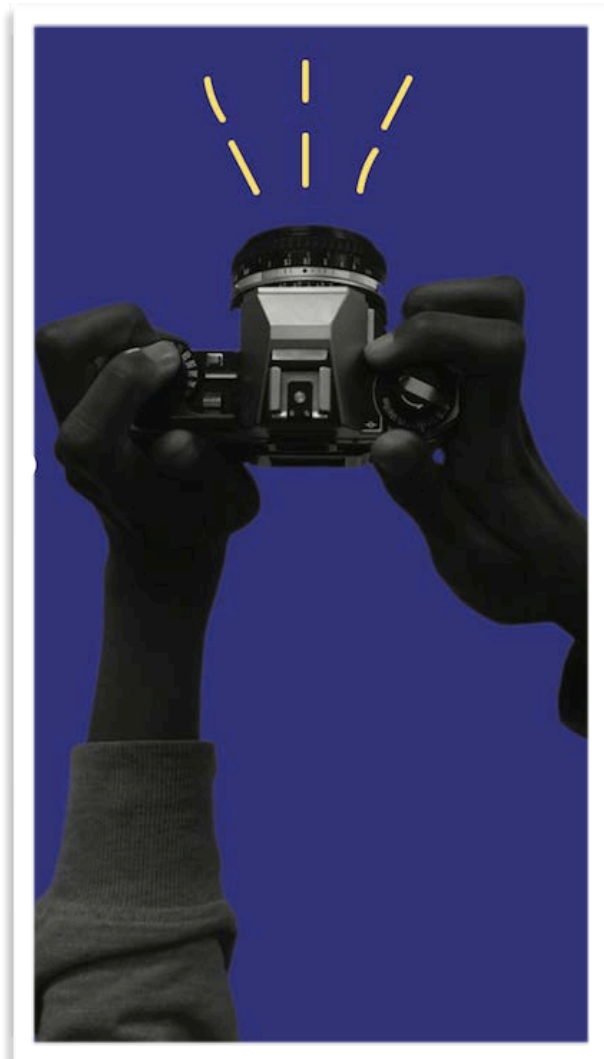
Digital Communications

Level I (Grades 9, 10) - 4 Credits

Principle of Arts, Media, and Communications
Audiovisual Communications and Production Level I

Level II (Grades 11, 12) - 4 Credits

Audiovisual Communications and Production Level II
Audiovisual Communications and Broadcast Technologies Capstone



DIGITAL COMMUNICATIONS COURSE DESCRIPTIONS

DIGITAL COMMUNICATIONS LEVEL I

PRINCIPLE OF ARTS, MEDIA, AND COMMUNICATION

BIPAMC

2 Credits

This foundation course focuses on the art of digital photography, and provides an overview of the digital communications industry. Students demonstrate competencies that include the importance of being a well-rounded artist and professional, creative thinking skills, introduction to Macintosh operating systems, camera mechanics and maintenance, principles of design, copyright, elements of art, plus numerous other topics related to the art of digital photography.

AUDIOVISUAL COMMUNICATIONS AND PRODUCTION LEVEL I

BIACP1

2 Credits

The advanced communications course is designed to immerse students in the field of cinematography. Topics reviewed are DSLR Video and camera equipment, exposure and frame rate for video, resolution and file types, copyright for music and stock footage, cord identification, camera operation and movement, recording and syncing audio, the moving image, art of the story, scriptwriting. Students will be given real world experience in resolving conflict, workplace relationships, and personal values that are essential in communicating with customers and employees.

Prerequisite: Principle of Arts, Media, and Communications

DIGITAL COMMUNICATIONS LEVEL II

AUDIOVISUAL COMMUNICATIONS AND PRODUCTION LEVEL II

BIACP2

2 Credits

This course allows students a more in depth exploration of digital photography. Students will learn the steps needed to prepare a client file or prepare a photograph for presentation, including file preparation for the production of a successful printing project, properly maintaining files as well as proper image resolution and color spaces, and providing a consistent color match and an efficient layout of pages for correct production to any output device. More photographic topics will be explored such as deconstructing the photograph, environmentally concerned photography, social documentary photography, creativity strategies, color photography, preparation to begin the student's personal photographic work portfolio development to be completed by the end of the program pathway. CTE Pathway Concentrator Course.

Prerequisite: Digital Communications Level I

AUDIOVISUAL COMMUNICATIONS AND BROADCAST TECHNOLOGIES CAPSTONE

BIACBTC

2 Credits

Students will complete a program-related capstone project by using personal video or photographic work for portfolio development. Other video topics include documentary and narrative filmmaking, creative lighting in cinematography, video as art, sound design for films, film marketing, and creating LUTS and color grades. The competencies for photographic work will include large scale photograph, contemporary use of photography, socially engaged photography, professional strategies as a photographer and printing and presenting photographic work. The Capstone project will be presented to a panel that will include industry personnel, administration, and post high school educators. Students will be made aware of the importance of workplace etiquette, proper use of social media, and networking. CTE Pathway Completer Course.

Prerequisite: Audiovisual Communications and Production Level II

Additional Educational Opportunities

PEER HELPER

A018 Grade Level 11, 12

1 Credit

The peer helper program offers adolescent students an opportunity to speak with another student who has received training in communication/listening skills, who is aware of the various agencies and services available to help youth, and who recognizes potentially serious problems and can refer students to the professional school counselor. Peer helpers are familiar with the use of the career materials available in the Counseling Center. They are scheduled one period each day to work in the Counseling Center. During that time, they should be available to meet with individual students who have concerns they wish to discuss, show students

how to access the available career information, provide tutorial assistance when able, assist new students to become oriented to the school building and school procedures, and meet with the school counselor to share concerns about the students with whom they are working. This course is graded as Pass/Fail.

PEER TUTOR

A035 Grade Level 11, 12

1 Credit

Peer tutors are scheduled daily to tutor high school students individually or in groups. A teacher monitors the tutors' instructional skills regularly for effectiveness. This course is graded as Pass/Fail.

COLLEGE PREPARATION

A043 Grade Level 10, 11, 12

1 Credit

College Preparation is designed to assist students in preparing for entrance to college and to build the skills for college readiness. Curriculum includes exploring options for college study, developing critical math, reading, and writing skills necessary for college entrance exams and researching scholarship and financial aid options. Students develop study habits and organizational skills to prepare for a successful college experience.

INSTRUCTIONAL HELP

A045 Grade Level 9, 10, 11, 12

1 Credit

Instructional Help is designed to provide skills that improve a student's capability to manage school tasks and improve academic performance. Course content includes study skills, organizational tasks, short and long range planning for projects, test-taking skills, monitoring of assignment. Specific skills may include but are not limited to scanning, outlining, proofreading, editing, checking work for accuracy, identifying problems, and appropriate techniques to seek assistance. Instruction and support in specific academic or social skills to enhance academic success may also be provided as needed. Skills for independence are the focus of this class. Teaching staff monitors progress in academic courses and designs an individualized program as needed. Instructional help may be offered as a general or special education option.

AIDE

A055 Grade Level 12

Non-Credit

Aides are students who provide assistance to teachers, offices and the media center (library). Duties include developing bulletin board displays, working with individual students who need remedial help, answering telephones, running messages, escorting visitors, aiding secretaries and other duties as they may develop. Aides assigned to specific areas in the building are to remain in those areas.

INSTRUCTIONAL ENRICHMENT

A060 Grade Level 9, 10, 11, 12

1 Credit

Instructional Enrichment provides support for students needing additional support. This course is to be recommended through the Individualized Education Program (IEP) team for students with a disability, or through the Classroom Focused Improvement Process for non-disabled students. Individualized targeted instruction shall occur during this course to include pre-teaching, reteaching, and individualized interventions on a daily basis. Elective Credit may be awarded when the class involves specific skills/content instruction as stated in the state curriculum and core learning goals. This course may be taken for credit once a year for four years.

YEARBOOK

A070 Grade Level 11, 12

1 Credit

Yearbook is a course designed to produce the student annual. Skills in artistic design, photography, graphics, marketing and entrepreneurship are developed.

STUDENT VOLUNTEER PROGRAM

A080 Grade Level 9, 10, 11, 12

1 Credit

Student Volunteer Program is an elective program designed to encourage and recognize student involvement in community service. High school students have the opportunity to earn 1 credit by contributing a minimum of two hundred and ten (210) hours of community service to an approved institution, agency, or organization. The hours served are to be outside the regular school day. Interested students should contact the school Counseling Office and/or the Student Service Learning advisor for complete information.

EDUCATIONAL RELEASED - TIME PROGRAM

A085 Grade Level 12

Non-Credit

Educational Release - Time Program is for students attending an educational institution, such as Hagerstown Community College, outside the scope of the regular high school during their senior year.