



# MCAA



**2010-2011 Course Catalog**

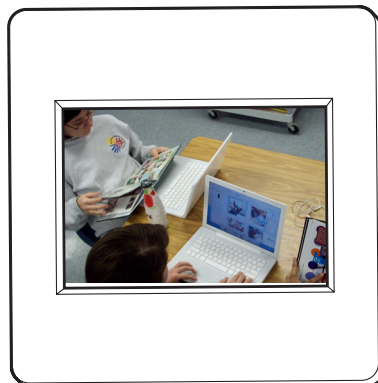
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## Marysville Charter Academy for the Arts 2010 - 2011 Course Catalog

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### MISSION STATEMENT

The mission statement of the Marysville Charter Academy for the Arts holds that the fine and performing arts are essential components in the education of children. It is the intention of the Marysville Charter Academy for the Arts to develop people who will effectively and creatively navigate the ever-changing landscape of the future. Students who graduate from the Marysville Charter Academy for the Arts will have the confidence and skills to problem solve in a wide variety of ways and utilize the many

tools available in the twenty-first century. We believe that students who discover the joy and power of creation through the arts and who are also involved in a rigorous academic curriculum will develop into fulfilled, productive and confident citizens regardless of whether they ultimately find themselves in a career in the arts or in another profession.

The Marysville Charter Academy for the Arts is a site-based, secondary level school for students in grades seven through twelve. Its curriculum emphasizes instruction

in literary, visual, and performing arts. Students receive instruction in the core subjects of English, math, science and social science as well as specialized instruction in a wide variety of arts including dance, theater arts, music, painting, drawing, sculpture, photo, videography, world languages and cultures. Instruction in the core subjects is interdisciplinary, thematic, and integrates the arts whenever feasible.

Instruction in all subject areas is primarily through project-based learning. Project-based instruction

## Educational Vision - Mission Statement (continued)

and principles of a discipline, involves students in problem-solving investigations and other meaningful tasks, allows students to work autonomously and cooperatively to construct their own knowledge and culminates in realistic products, demonstrations and presentations. Project-based instruction is a natural method for teaching the creative arts and provides a highly effective methodology for teaching core subjects when utilized by a well-trained, dedicated, and highly collaborative staff.

Students learn to use and apply appropriate technology throughout the academic and creative arts curriculum. They are taught how to operate computers and are expected to utilize computer applications effectively throughout their project-based learning program. A student laptop computer checkout program encourages students

to be “anytime, anywhere learners.” Students also learn how to use other appropriate technology in all classes, from hand tools to digital cameras.

High school students are expected to identify and develop a specific area of study within the field of creative arts. They create an academic and career plan that includes current and future studies and applications in their area of specialty. Student academic plans include activities that extend learning beyond the walls of the classroom

and into the community.

The Charter Academy for the Arts also serves as a vehicle for school and community connection. Charter Academy students are expected to participate in local artistic endeavors such as music, dance, and dramatic presentations. Students also are expected to provide service to the community in support of artistic undertakings in schools and community organizations. Local artists are able to teach and share their expertise in all fields of art including traditional and ethnic arts. All local ethnic populations are encouraged to participate in

**“The academic program at the Charter Academy is designed as college preparatory. We expect that most, if not all, of our students will continue their education in colleges, universities or conservatories of their choice.”**

all aspects of the school. Strong connections with local colleges, universities, businesses, and other community partners are being established for the purpose of mutual benefit.

The academic program at the Charter Academy is designed as college preparatory. We expect that most, if not all, of our students will continue their education in colleges, universities or conservatories of their choice. Students are expected to work at or above grade level in all academic areas.

defended before their peers, instructors, parents, and interested community members. Each student also creates and maintains an electronic portfolio that eventually serves as an effective and personalized tool for university and job applications.

In summary, the Marysville Charter Academy for the Arts creates a structure and environment for students to be able to become autonomous, cooperative, and creative learners, ready for the twenty-first century. Students at the Charter Academy are expected to develop skills for productive work and

learn how to integrate them into lifelong learning. The Marysville Charter Academy for the Arts offers a truly unique opportunity for students in our area to get a world-class educational opportunity, where the arts are a focal point within the curriculum and instruction is provided in a

meaningful, real-life application environment.





# COLLEGE ADMISSION REQUIREMENTS

**COMMUNITY COLLEGES:** Graduation from high school, California State High School Proficiency Certificate, or a minimum age of 18 years old are the only requirements for community college admission. There are no subject or grade requirements. Students must take a placement examination.

There are three track systems in most community colleges. One is for two years of education leading to the Associate of Arts (A.A.) degree, one is for one to two years of special training in vocational/technical fields; one is for two years of preparation for transfer to a 4-year college or university. In the first two tracks, graduation from high school is the only requirement. To enter the transfer curriculum, the student should have a good background in college preparatory subjects taken in high school. Most community colleges also welcome people to take individual classes during the day or evening.

**STATE UNIVERSITIES AND COLLEGES:** Admission is limited to those students who are in the top third of the high school graduates. The top third is determined by a combination of the grade average for the last three years of high school, excluding P.E. and ROTC, and the scores on one of two tests: The American College Test (ACT) or the Scholastic Aptitude Test (SAT). Grade points are figured on a scale 4.0 for an A, 3.0 for a B, 2.0 for a C, and 1.0 for a D. Anyone with a grade point average of 3.0 or better during the last three high school years is eligible already but the test is still recommended. A grade point average of 1.99 or lower will prohibit a student from attending a State College regardless of any score made on the test, except under rare circumstances. Students entering a CSU campus are required to have successfully completed: Algebra 1, Geometry (or IGTA or Statistics/Trigonometry). Algebra II, 4 years of college preparatory English, U.S. History, World History, 2 years of laboratory science, 2 years of the same foreign language, 1 year of visual and performing arts, and 2 years of college preparatory electives.



**UNIVERSITY OF CALIFORNIA** (High School subjects required must be college preparatory.)

## Subject Requirements:

ENGLISH .....4 years

HISTORY/SOCIAL SCIENCE .....2 years

U. S. History X/Civics .....2 years

World History X.....(1 year)

MATHEMATICS .....3 years

(Algebra I and II; Geometry or IGTA or  
Statistics/Trigonometry).....(4 recommended)

LABORATORY SCIENCE .....3 years

Must include two of these general areas: Biology  
Chemistry, Physics. Not more than one course from  
the freshman year may be counted.

FOREIGN LANGUAGE .....2 years

(Same language)  
Many campuses require 3 or even 4 years of foreign  
language to graduate; it is recommended that students  
meet that need through consecutive years of language  
study.

COLLEGE PREPARATORY ELECTIVES .....2 years

Selected from Visual & Performing Arts, Social  
Science, English, Advanced Mathematics,  
Laboratory Science, and languages other than English  
(an additional year of the same language or two years  
of another language).

VISUAL OR PERFORMING ARTS.....1 year

## Scholarship Requirement:

The grade average of those courses taken to meet the Subject Requirement is used to establish eligibility for admission. If this GPA is 3.3 or higher, the student has met the Minimum Scholarship Requirement for admission. If the G. P. A. is between 2.77 and 3.3, the student must achieve the necessary college entrance test score indicated in the Eligibility Index to meet the minimum Admission Requirement. Only courses taken in grades 10-12 are calculated in the G.P.A. Courses taken in grade 9 are used to meet the Subject Requirement if the grade is "C" or higher, but they are not included in the G.P.A. Honor points (A-5, B-4, C-3) may be calculated for up to four Honors or Advanced Placement courses taken in grades 10 - 12, not more than two courses taken in grade 10 may be counted in this manner.

## **PRIVATE AND OUT-OF-STATE COLLEGES:**

Students who are interested in private and out-of-state colleges should contact their counselor for assistance in finding the needed information.

# GRADUATION REQUIREMENTS

ENGLISH ..... 40 credits

MATHEMATICS ..... 30 credits

All Students must pass  
ALGEBRA 1 (10 credits)

SOCIAL SCIENCE ..... 30 credits

h World History (10 credits)  
U.S. History (10 credits)  
Civics (5 credits)  
Economics (5 credits)

SCIENCE ..... 30 credits

Which must include:  
Life Science or  
Agriculture (10 credits)  
Physical Science (10 credits)  
Other Science (10 credits)

PHYSICAL EDUCATION ... 20 credits

(Freshmen must be enrolled  
in P.E. unless there is a medical  
exemption.)

HEALTH

(State Requirement) ..... 5 credits

CAREERS ..... 5 credits

VOCATIONAL or CONSUMER  
EDUCATION ..... 10 credits

FINE ARTS or FOREIGN  
LANGUAGE ..... 10 credits

**Cumulative GPA of 2.0 or higher**

Successful completion of

**220 CREDITS**

**Passing scores on all sections of the  
High School Exit Exam**

# POST-SECONDARY ENTRANCE REQUIREMENTS

## COMMUNITY COLLEGE

Age 18 (But if pre-transfer, should be taking college prep classes)

HIGH SCHOOL DIPLOMA  
may soon become an entrance requirement

## TRADE/TECHNICAL SCHOOLS

Requirements differ widely. Refer to the catalog of the school of your choice.

ROP and other vocational courses are important preparation

## JOB, APPRENTICESHIP, or MILITARY

ROP and vocational courses, MATH and ENGLISH skills

## CSU

40 English  
30: (Alg. I and higher)  
10 World History  
20 Lab Sci.

20 For. Lang. (30 - 40  
recommended at some  
campuses.)  
10 Visual and  
Performing Arts  
30 College Prep  
Electives  
10 Visual/Performing Arts

+2.0 State College GPA

SAT - I or ACT test required

## UC

40 English  
30: (Alg I, Alg. II, Geometry, Advanced Math)  
20 (W. Hist, US)  
30 (Lab. Sci.: must  
include 2 of these  
general areas:  
Biology, Chemistry,  
Physics)  
20 For. Lang (30 recommended)  
10 Visual and Performing Arts  
20 College Prep. "electives"

+3.0 GPA in these  
courses only. (At least 7  
of these courses must be in grade 11 & 12)

SAT-I or ACT text AND  
SAT-II required. (3  
subtests)

### **Seventh Grade Language Arts**

The seventh grade language arts program at Marysville Charter Academy for the Arts is designed to prepare students for English at the high school level. The major emphasis is the student's transition from "learning to read to reading to learn." Students read novels, short stories, and poetry, and learn to respond to literature with awareness of personal reaction as well as knowledge of poetic and literary devices. Students are required to identify theme, plot and setting, and character development. Students develop vocabulary through independent reading and classroom texts and spend considerable time on grammar and writing strategies. Students work together to prepare oral presentations that involve research, visual aids, and memorization. There are several opportunities for creative projects as students use technology to produce poetry books, plays, autobiographical poems, novellas, and short stories. One project in particular is called *Poetry Live*. This project engages students in the memorization of two to three classical and original poems that are then put together in a "production" format with music, props and sets.

### **Language Arts 8th Grade**

Language Arts in the 8th grade continues to prepare students for the high school years. Students are required to utilize skills from earlier grades in a more sophisticated and concentrated manner. Students read novels, short stories,

poetry and short articles related to specified themes. They write essays that address literary devices and utilize supporting evidence for well-defined thesis statements. Students are expected to respond to literature through a variety of writing strategies and classroom discussions. Group projects provide students opportunities to engage in learning that requires team building, leadership skills and time management, as they work together to create products that are meaningful to themselves and their community. These projects result in products such as oral presentations, skits, poetry books, videos, and use multi-media and other computer generated technology.

### **English 9**

This full year course is designed to prepare the ninth grader for his/her years in high school literature studies by focusing on the various forms of literature more than on the individual writers. Short stories of various cultures, themes, and tones; the Shakespearean play, "Romeo and Juliet"; the epic poem, The odyssey; nonfiction forms; and a modern novel Of Mice And Men, by John Steinbeck) plus a classic novel Great Expectations by Charles Dickens). Students will hone their skills in writing responses to literature, narrative selections, autobiographical pieces, note taking, persuasive essays as well as perfecting original poetry and other creative writing forms. Students will prepare group and individual projects with each unit of study to enforce literary form learning through a variety of cre-

ative choices. Business literature as well as business writing forms will also be taught and used.

*Prerequisite: Passing grade for 2 semesters of Language Arts, 8th Grade.*

### **English 10**

This one-year required course focuses its study on World literature. Students will study in units: poetry, chivalry and legends; the novel: The Adventures of Huckleberry Finn, The Good Earth, O Pioneers!, Ivanhoe, and/or To Kill A Mockingbird; plays: Greek ("Antigone"), French ("The Flying Doctor"), Shakespearean (Julius Caesar" and/or "The Taming of the Shrew"), and/or American ("Twelve Angry Men"); short stories; and nonfiction. At the end of each unit students will present a project centered on writing but often include the use of the arts in dancing, painting, statuary, music, dramatic interpretation, or Reader's Theatre. Students will regularly do sponge writes of 2-3 paragraphs based on passages or quotations from literature studied. Each pupil will write a 1000 word, annotated term paper based on the work of one author studied. Students will also write responses to literature, summaries, persuasive writings, and autobiographical works. Vocabulary studies and paragraph-to-paragraph links will be a part of class work. A recitation from the poetry or drama units will be required. Technology as related to projects produced and research will be studied. The keeping of a notebook with completed class work, teaching notes, and class research will be required.

## **Honors English 10**

This is a one-year, invitational, alternative class to Language Arts 10, also focusing on World Literature. It presents more in-depth and analytical studies of world authors than is covered in the former class. In poetry students will study twice the number of poems per poet in order to better analyze the poet's writing style, philosophy, and use of literary devices. In novel studies, students will read two novels on a theme or by the same author for each organizational unit. Students will make comparisons in style and note differences in characterization and setting, often through primary source study. In the play unit, several play types will be read, tracing the development of the dramatic form and noting differences in drama of varying time periods. Students will analyze motive, plot, climax, denouement, and historical or classical references. Short stories will be studied by historical groupings, country groupings, or classic types. In each unit students will take daily notes, organizing their personal style for frequent grade checks. A major analysis paper (1000-1500 words) with annotations will be required with each unit studied. These will be graded as well as presented in a teaching style to their classmates. Presentations will incorporate the visual and may be either individually prepared or done in a group roundtable, dramatic, or other creative, oral style. A memorized recitation will be required as well as a year-long notebook. An essay test will be given at the end of each unit, and a comprehensive essay test will be given at the end of each

semester. Due to the greater extent of reading and analytical writing, students work for an extra grade point each semester above the grade points earned in Language Arts 10. Students falling below a "B" average at the semester will be transferred back to Language Arts 10 at the semester. Prerequisites: (1) An A grade for two semesters of Language Arts 9 or and A or B in Honors English 9. (2) Nomination by a current MCAA Language Arts teacher. (3) Request and/or permission of parent or guardian. (4) Ability to work independently.

## **English 11**

This is a required, one-year course focusing on American Literature. Studies are organized into based on themes and/or writing themes and/or writing types: novels (The Great Gatsby, The Red badge of Courage, The Scarlet Letter); plays ("Macbeth," "The Crucible," or "Our Town"); short stories by a dozen writers ; poetry; and nonfiction. Students will study literary devices , continue the perfecting of the writing forms responses to literature and persuasion. Vocabulary studies, spelling, sentence construction, and progressive development of ideas will continue to be stressed. Students will write autobiographically and poetically, practice note-taking skills , continue practicing persuasive essays, and analyses of various passages of works studied. At the end of each unit a project will be

required using research writing skills and offering opportunities to use creative enhancement, such as painting, sculpting, music, acting, group readings, and/or dance. Students should be able to trace the development of the American short story and the students should be able to trace the development of the American short story and the evolution in America. Each junior will be required to write a 1,250 word research paper, using both book and Internet sources; graphics; a bibliography, quotations, and annotations; and relating it to a work studied. Additionally, each student will be required to present in costume a memorized recitation of 15-20 lines from one of the plays studied, including a set design. These may be presented in groups. Group discussions of motive, setting, character analysis, and symbolism will be presented as well as individual speeches presenting to fellow classmates projects written or prepared. Recitations presented well will be eligible for a school Showcase; writing effectively done will be eligible for publication. A notebook containing all notes, graded assignments, projects, vocabulary studies, and tests will be required. Prerequisite: A passing grade in Language Arts 10.

## AP English

### English 12

Students will focus on English literature in the required one-year course. The following units will be covered: classic and modern poets; Beowulf (the oldest epic poem in the English language); a section of The Canterbury Tales; the classic play “Hamlet” by William Shakespeare; the novel Pride

and Prejudice or Jane Eyre; the English short story; and selected works of nonfiction. For each unit students will complete a writing project, which will also be presented orally, and may include artistic interpretations of material studied, such as paintings, dramatic readings, choral readings, historical set designs, music performed from the period, or poetic analysis. Every student will be required to write an original Shakespearean sonnet, including within a “chap” book of poetry; prepare a 1500 word research paper with bibliography and annotations; memorize and present a recitation from a play or poems studied; and prepare an original multimedia presentation based on one unit of study. Artistic forms of writing will be studied and practiced, i.e. satire, essay, dark romantic poetry, and possibly and short story. Original works of high quality may be recommended for publication in the local newspaper or our school literary magazine. Students may select a literary book to read and review by one of the authors studied throughout the year. Tests will all be of the essay variety. A notebook in which all graded student assignments, projects, personal and teacher notes, as well as the tests will be kept is required for the year. Extensive use of the computer for research, presentation styles, and job resumes will be a major part of the class. Prerequisite: A passing grade in English 11.



## **Creative Writing**

This class is designed to help students develop and improve writing in the following forms: poetry, the short story, the essay, biographical and autobiographical writes, children's literature, the novella, one act plays, and the novel. Journals will be required in which students record observations of a sensory nature as basic material for stories or characters. Basic information on publishing markets and contest will be given. Writers' Magazine is used as a supplementary source for up-to-date information on publishing markets, writing techniques, and contests. All high quality work to a publisher or contest during the course of a year. Other fine student work will be sent to our school literary magazine, SCRIBBLERS. Students are also eligible to enter a current short story in our annual MCAA Short Story Contest.

## **Creative Writing II - Advanced**

A yearlong class in which students will write original one-act plays, including staging and lighting directions. A few of the best of these plays may be selected to be present in an original student "One-Act Play Festival," a full production at the school. Plays may be of any style-dramatic, humorous, historical, or musical.

Prerequisite: an A, B, or C grade for two semesters in Creative



the government and its' citizens should be.

We will explore the rise of democratic ideals and the foundations of American political thought and how they have contributed to the creation of a system of checks and balances at the federal, state and local levels. We will also study comparative governments around the world and discuss where other governments have succeeded and failed.

This course is based on a problem-based learning approach that is heavily project oriented. Students are expected to work together in groups and develop well rounded speaking and cooperation skills. This course also requires the use of technology and multi-media as students develop projects using video and computer skills.

### **Economics**

This semester long course is designed to deepen the students understanding of the economic problems that face the world and the nation in which they live. Students will study the allocation of scarce resources and examine how individuals and societies make decisions on how to use these resources. Problem-based learning is used through the curriculum of the Buck Institute for Education as students are challenged to solve real-world problems and communicate using different methods and technologies. Students are expected to work together to gather and evaluate economic data to develop a reasoned approach to solve economic problems and make informed decisions on the

allocation of resources.

Students will learn fundamental economic concepts and apply them to the projects and solutions that they will be creating to solve real-world economic problems. Students will develop an understanding of comparative economic systems with an emphasis on the market system and the allocation of resources based on supply and demand. Students will also examine the choices of individual consumers and firms and the functioning of our economy as a whole as they learn about micro-economics and macroeconomics.

### **U.S. History**

This course is designed to analyze and study the events that have helped shape the United States with an emphasis on geography, culture, and foreign/domestic policy from the nineteenth through the twentieth century. Students will work on a series of individual and group projects as they study the people, places, and key events that have shaped the social and political aspects of the United States of America. Students will be exploring the rise and formation of the United States into a global superpower and analyze how its' citizens have made social,

### **American Government/Civics**

This semester long course is designed to broaden student understanding of what it means to be a citizen of the United States and to analyze what it means to live in a democratic society. Students will study the functions of federal, state and local government and discuss what the roles and responsibilities



economic and political decisions. They will be expected to have knowledge of how events in history have helped shape the United States and the world around them. This course is based on a problem-based learning approach that is heavily project oriented. Students are expected to work together in groups and develop well rounded speaking and cooperation skills. This course also requires the use of technology and multi-media as students develop projects using video and computer skills.

### World History

In this course students study modern world history and the events that have helped shape the world as it is today through a series of individual and group projects. Students will focus on culture and geography as they study events and major turning points from the middle 17<sup>th</sup> century through the present. Students will be exploring the rise and formation of modern governments, with the emphasis on the rise of democratic ideas, as people have struggled to make social, economic and political decisions. Students will be expected to have proficient knowledge of how events in history have helped shape the world around them.

This course is based on a problem-based learning approach that is heavily project oriented. Students are expected to work together in groups and develop well rounded speaking and cooperation skills. This course also requires the use of technology and multi-media as students develop projects using video and computer skills.

### Careers

This semester long course is a district mandated graduation requirement and is designed to get students thinking about what they will want to do when they finish high school and help prepare them for some of the obstacles that they will encounter. Many real-world decisions and activities are incorporated into the course as students are asked to fill out applications, create resumes, maintain a checkbook, and pay taxes. Students will also be responsible for researching a number of different careers and analyzing the skills, requirements, and financial needs necessary to pursue a career in their field of choice. Students will also research and discuss different college and career preparatory schools as they focus on completing high school and moving to the next level of education to pursue their career goals.



### Health

A semester long course for 9<sup>th</sup> graders (and others that have not taken it) that will cover the following:

- Physical, mental and emotional health
- Nutrition and physical fitness
- Drugs, alcohol and tobacco
- STD's and AIDS

This class studies about real life problems and gives students a variety methods and tools to successfully deal with them.

### Seventh Grade Science (Life Science)

This course will introduce students to the study of life science including cells, genetics, body systems, reproduction and plants.

This class introduces the students to some areas of earth science, including, evolution, rock cycle, geological dating, fossils, plate tectonics and the geological time scale.

Labs are an important part of this class in which each student will be required to participate.

Note on labs: Labs are an integral part of this science course. A safety test must be passed with 100% before a student will be allowed to participate in lab work. If a student is found to be willfully unsafe during a lab, they will not be allowed to do further labs.



## **Eighth Grade Science (Physical Science)**

A year long course presenting basics of the physical world we live in. The two main components are physics and chemistry. There is also a unit on the astronomy.

- Measurement
- Density
- Structure of Matter
- Chemical Reactions
- Chemistry of Life
- Periodic Table
- Motion and Forces
- Earth in the Universe

Labs will require full, scientifically correct lab write-ups. This skill will be emphasized throughout the year. This course includes many projects, including roller coaster building. Note on labs: Labs are an integral part of this science course. A safety test must be passed with 100% before a student will be allowed to participate in lab work. If a student is found to be willfully unsafe during a lab, they will not be allowed to do further labs.

## **Biology**

A year long lab-based course presenting the purpose, function, structure of life and the processes that continually work to change it. Emphasis will be placed on asking meaningful questions, conducting careful investigations, and effectively communicating ideas.

Content:

Cell Biology, Genetics, Ecology, Evolution, Physiology, Homeostasis, Thermodynamics

*Prerequisites: Algebra with a grade of C or better or concurrent enrollment in Algebra.*



## **Earth Science**

Dynamic Earth including:

plate tectonics, volcanoes, earthquakes  
California Geology and its natural resources.

Biogeochemical Cycles including; nitrogen, carbon. Carbon cycles in reference to global movement.

Atmosphere, including different layers, and various ozone effects.

Earth's Place in the Universe - expanding from our Earth - Solar System, Galaxy and Universe.

Energy in Earth's Systems. This is a comprehensive unit covering the Earth's relationship with our Sun and how that drives all of energy on the Earth.

Note on labs: Labs are an integral part of this science course. A safety test must be passed with 100% before a student will be allowed to participate in lab work. *If a student is found to be willfully unsafe during a lab, they will not be allowed to do further labs.*

## **Chemistry**

## **AP Environmental Science**

## **Physics**

A year long lab-based course presenting the structure, behaviors and interactions of matter and energy. We look at our world in a mathematical way by finding mathematical relationships and constructing models, which can be used to explain or predict complex interactions. Emphasis will be placed on asking meaningful questions, conducting careful investigations, and effectively communicating ideas.

Content:

- Motion and Forces
- Conservation of Energy and Momentum
- Waves
- Electronic and Magnetic Phenomena

*Prerequisites: Algebra and Geometry with a grade of C or better.*



## Pre-Algebra

This pre-algebra course uses material learned in prior math courses and integrates it with new material to begin the understanding of the basics of algebra. Concepts, continually practiced in the course include but are not limited to basic arithmetic operations, exponents and roots, variables and evaluation, basic geometry, word problems, signed numbers, graphing, probability, two step problems and basic algebra problems.

Note: Access to a scientific calculator is recommended.

*Grades 7- 12*

*Prerequisite: math placement test.*

*Reading level 7th - 8th grade.*

## Algebra Readiness

Transition course prior to Algebra 1 for students not yet ready for Algebra. Includes review of basic math skills, Pre-algebra essentials and introduction to Algebra 1 standards.

*Grades 8 and 9*

## Algebra 1

Algebra 1 integrates knowledge from basic math classes and Pre-Algebra to launch a student's journey into basic algebra. Topics covered in this class include but are not limited to signed numbers, integers, exponents, scientific notation, linear systems, ratios and proportions, percent, variation, unit conversion, word problems, graphing, value problems and subscripted variables, basic geometry and how to use formulas to solve problems.

Note: Access to a scientific calculator is recommended.

*Grades 8 - 12*

*Prerequisite: Passing grade from Pre-algebra or the math placement test.*

*Reading level 7th - 8th grade.*

## Algebra 2

Algebra 2 is a continuation and extension of topics in Algebra 1, designed to complete the automation of the

fundamental skills of Algebra 1 and Geometry. Topics studied include but are not limited to: uniform motion problems, chemical mixture problems, linear systems of two and three equations, geometry, area and volume, unit conversions, right triangle trigonometry, equation of a line, complex numbers and the quadratic formula.

Note: Access to a scientific calculator is recommended

*Grades 10 - 12*

*Prerequisite: Passing grade in Geometry or the math placement test.*

*Reading level 7th - 8th grade*

## Geometry

An exploration of the basic tenants of Euclidean geometry; this course will look at parallel lines, transversals and associated angles, classification of triangles by angles or sides, similar and congruent triangles and other polygons, quadrilaterals and their properties, circles and related lines and segments, area and volume of geometric figures and concepts, inequalities in geometric figures, concepts of coordinate geometry and geometric proofs. The goal of this class will be to obtain a good solid working knowledge of Euclidean geometry and how it relates to everyday life.

Note: Access to a scientific calculator

## Advanced Mathematics

Advanced Mathematics continues the development begun in Algebra 1 and Algebra 2. Practice in the fundamental skills of algebra, geometry, and trigonometry is provided for , while advanced topics are introduced and practiced.

Emphasis is given but not limited to the algebra of logarithms, trigonometric equations, trigonometric identities, matrices, determinants, arithmetic series, geometric series, conic sections, roots of higher-order polynomial

equations, and functions, including curve sketching.

Note: Graphing calculators are highly recommended.

*Grades 11-12*

*Prerequisite: Passing grade in Algebra 2 or a math placement test.*

*Reading level 9<sup>th</sup> – 10<sup>th</sup> grade.*

## Kuk Sool Won/Marital Arts 1, 2, 3

Kuk Sool Won is a systematic study of all of the traditional fighting arts which together comprise the martial arts history of the Korean nation. As a martial arts system, Kuk Sool Won covers the entire spectrum of the traditional Asian fighting arts and techniques of body conditioning, as well as mental development and traditional weapons training. These include, but are not limited to the following.

- Hand Striking
- Leg Techniques
- Throwing and Grappling
- Joint-Locking Techniques
- Falling Techniques and Acrobatics
- Body Conditioning
- Animal-Style Techniques
- Traditional Korean Weapons
- Martial Art Healing Methods (beginning at Instructor Level)
- Meditation and Breathing Techniques

The three most important aspects of your Kuk Sool training are: Etiquette, Patience, Practice



## MCAA Dance Program

The Dance program at Marysville Charter School for the Arts is dedicated to the total development of each student: physically, emotionally, socially, and intellectually.

This Dance and Movement program:

Recognizes and values dance as an artistic product and learning process.

- Dance promotes the development of a spirit of inquiry;
- Dance provides opportunities for the development of critical and creative thinking in the decision-making process;

- Dance utilizes research for teaching and learning;

- Dance develops aesthetic sensibilities; (to appreciate and be responsive to the art of dance)

Values dance as a universal human activity that fosters the exchange of thoughts, feelings and experiences. This exchange enables one to develop the potential for:

- Valuing human interaction as the essence of learning;
- Respecting cultural diversity, differences of opinion and human rights;
- Developing social conscience;
- Meeting the needs of a global society;

Goals:

- Develop technique and performance skills
- Synthesize the historical, cultural and social elements of dance.
- Create and organize movement into artistic and aesthetic choreography.
- Perceive, identify and analyze dance, making aesthetic judgements using critical thinking skills.
- Transfer the knowledge, skills, aesthetics and art of dance through teaching.

**GRADES:** 7- 12

**PREREQUISITE:** *passing grade in previous Physical Education class.*

### Beginning Jazz Dance

Students enrolled in the beginning dance class will learn and execute the fundamentals of technique performance and musicality. A strong emphasis will be placed on establishing a technical foundation and individual style within all areas of dance. Beginning dance is a yearlong class in which the student will study basic jazz dance components including placement, floor exercises, isolations, walks, and basic understanding of a variety of nontraditional dance styles, and the student's ability to critique dance as an art form. Performances are required.

### Intermediate Jazz Dance

The intermediate dance class will be exposed to a variety of dance styles, including jazz, hip-hop, and lyrical. The curriculum for the intermediate class extends and reinforces the techniques established in the beginning dance course. Intermediate dance is a yearlong class which courses on the development of multiple turns, leaps and more complex floor progressions. Performances are required.

Pre-requisite: completion of beginning dance and/or teacher's consent.

### Advanced Jazz Dance

Students enrolling in the Advanced Class are expected to have completed the Intermediate Dance course or its equivalent. The curriculum for the Advanced class extends and reinforces the techniques learned in the Intermediate class. Advanced Dance is a yearlong course.



### Beginning Ballet

Explores the techniques and conditioning needed for a sound foundation in ballet.

### Intermediate Ballet

Continues the sequence for ballet instruction.

*Prerequisite: C or better in Beg. Ballet or audition.*



### Beginning Tap Dance

Students enrolled in beginning tap will learn and execute the fundamentals of technique, performance and musicality, as taught through tap dance. This class will focus on establishing a basic understanding of tap vocabulary, choreographers, and the student's to critique dance as an art form. Beginning tap is a yearlong course in which the student will learn the basic steps of tap dancing, tap, shuffle, step, flap, etc. Performances are required.

### Intermediate Tap Dance

The intermediate tap class will continue the studies of tap vocabulary and progress to more complex tap combinations. Intermediate tap is a yearlong course and performances are required. Pre-requisites: completion of beginning tap and/or teacher's consent.



## Painting/Drawing 1

This yearlong introductory course is designed to allow students explore a variety of art techniques, media, and theories. Special emphasis is placed on the elements of art: line, color, shape/form, texture, value space, as well as the principles of design: balance, contrast, dominance, emphasis, movement, repetition, rhythm and unity. Students will develop individual portfolios that will include both assigned class work and independent study projects. Class assignments are created to meet five Advanced Content Strands of the California Visual and Performing Arts Framework for Visual Art with concentration in the areas of historical/cultural research and application of artistic skills across core subject areas. Independent study projects allow the students to make individual media choices, solve visual arts problems, and develop aesthetic values and career skills that can be applied both inside and outside the field of visual art.

## Painting/Drawing 2

After successful completion of Art I students are eligible for Art II. Art II is an advanced level yearlong course for the serious art student who is preparing a portfolio to accompany a bid for college admission or employment. This repeatable course offers a challenging continuation of the more basic studio class with a growing emphasis on content and personal style. Independent study guidelines are created to meet the five Advanced Content Strands of the California Visual and Performing Arts Framework for Visual Art with concentration in the areas of creative expression, careers, and the application of artistic skills across core subject areas.



## Photography

Students learn techniques of taking photos and editing photos with Adobe Photoshop.

### Advanced Photography

Returning students learn advanced techniques within Photoshop and work with more professional cameras and equipment. Students work on developing individual styles.

*Prerequisite: 1 year of photography or by interview/portfolio.*

### Graphic Arts Beginning

Students will learn to work with the following Adobe products: Photoshop, Illustrator and InDesign. This yearlong course will be spent learning how to use these programs. Adobe's Classroom in a Book series and online tutorials are used and the students work at their own individual pace. A portfolio must be kept of all work and will be used in determining final grade.

*Prerequisites: 1 semester of art*

### Graphic Arts Intermediate

Students will use the knowledge gained from first year and start doing graphic projects for the school. These projects include, but are not limited to posters, programs, brochures, etc. Students will also be expected to enter at least one graphic contest. A portfolio will also be kept and graded.

*Prerequisite: 1 year of graphic arts or by interview/portfolio.*

### Graphic Arts Advanced

Students will continue developing more advanced skills in graphics. They will also be mentors for beginning students. Students also work with the district Print Shop doing graphic art design for their customers. Students are also encouraged to get outside clientele.

*Prerequisite: 2 years graphic arts or by interview/portfolio.*

## Yearbook

Yearlong course where students design and create MCAA's yearly brochure. Computer software used is Adobe InDesign, and Photoshop.

Deadlines are an important element of the class, and they must be met in order to pass the class.

One workshop a year presented by Jostens, attendance is required.

Final project of a mini-yearbook is required of all students.

*Prerequisites: 1 year photography and 1 year graphic arts*

## Newspaper

The newspaper class creates and publishes the *MCAA Star* every two weeks. Students are required to write, report and find the news. InDesign is the program used to create the paper.

*Prerequisites: 1 year of graphic arts and creative writing.*





## Concert Band

The mission of the MCAA band program is to establish a concrete foundation for a creative and positive musical environment for our school, our community, and ourselves. We desire to cultivate and maintain an image of musical success in order to lead others to appreciate music (and to have fun). We further strive to prepare students to enter the professional field of instrumental music.

This class will develop a student's knowledge of their instrument through the use of daily technical study, playing in small ensembles and performing solo literature. By the end of the year the student will be comfortable and skilled on their instrument.

There will be opportunities for students to hear and/or see performances by professionals in the surrounding communities, listen to professional recordings, and view videos of musical productions around the world.

In class, students will perform music of various genres and styles, giving them a gambit of experiences with different types of music. Music history will be covered in such a way as to give the student a well-rounded view of musical time periods and people as related to the subjects of literature, culture, and art. Also, the band will be taught the fundamentals of music theory.

The band will be performing in various venues throughout the year. There are opportunities to play solos, participate in small ensembles, and perform as an ensemble for school assemblies, concerts, and community events. Students may want to perform solo or group pieces for the showcases, which requires an audition. *Pre-requisite: 1 year on instrument and /or audition for teacher.*

## Jazz Band

The jazz band is an offshoot of the concert band. This class is designed for students with an interest in jazz music and its various forms. The class will cover the development of jazz through performance and the study of its history. Students will learn to compose their own improvisations on paper and perform them in concerts. The study of music theory will aid students in the composition of their improvisations. All students will be given the opportunity to solo in a safe, technically correct environment allowing them to develop confidence in their creativity.

By the end of the year students will be knowledgeable of their instrument, the different jazz styles, prominent jazz composers and musicians, and be able to improvise.

*Pre-requisites: 1 year on instrument and/or audition for teacher*

## Guitar 1

The beginning guitar class is designed for students who have an interest in learning the basics of guitar playing. In the first semester students will learn: how to read music, play various major and minor chords, develop technique, learn fingerboard, and strum patterns. The music we cover will come from different time periods giving the student a diverse background on the instrument. Students will be placed in small ensembles to perform duets, trios, etc... Students will also be given opportunities to work on their own music, i.e. songs they would like to perform, their own original works, and solos.

The second semester will cover the various styles of guitar playing-classical, contemporary, and Spanish guitar.

## Guitar 2

Guitar 2 is for advanced guitar players who have had 1 full year of Guitar 1 or its equivalent. The class will refine the skills taught in Guitar 1. Students will continue to discover the various genres of guitar styles and music. The class will be more performance oriented. Solo and ensemble playing will be encouraged. Opportunities to perform will be at school assemblies, showcases, community outreaches, and concerts.

There will be a focus on the development of individual composition. Students will learn the various major and minor scales in order to enhance their options for their pieces. Compositions will include piece with and without words. Time will also be given for students to work on the types of music they prefer.

By the end of the year, students will be comfortable with fingerboard skills, finger picking, and various guitar techniques used today by professionals.

*Pre-requisites: Guitar 1, equivalent and/or audition*





## **MCAA Choir**

A premier choral ensemble focusing on music at the intermediate to advanced level. A wide variety of choral literature, genres, and composers are covered each year.

## **Choral Music**

The mission of the Marysville Charter Academy Choral program is to provide and share our passion of, and dedication to, music, in our school and surrounding communities. We are committed to excellence and uniqueness in the art of choral music performances. We strive to integrate other art forms throughout our presentations fostering enjoyment for our school, communities and ourselves.

## **Chorus I (Beginning Choir)**

This chorus offers students the opportunity to learn to sing using proper techniques. It focus on the basic fundamentals of music (theory, sight-singing, care and use of the voice.) It offers the development of vocal skills in order to perform a varied repertoire with expression and intermediate levels of choral music selections. Students will be introduced to sight singing fundamentals and ear-training. Students will performed a variety of music from historical eras and of many cultures.

Students in grades 7-8 will be taught basic vocal skills with regards to the physiology of their age, development and ability.

*Experience:* just a love of music and, a desire to sing well. Students must demonstrate a positive attitude towards correct singing techniques and music education in general.

## **Chorus II (Advanced Choir) Grades 9-12**

Chorus II is an exciting course designed to further develop talents of the continuing choral music

student. The choir will perform intermediate and advanced levels of choral literature from various selected eras of music. Students will further develop proper choral techniques and explore the theory and history of the music performed. Students will be given opportunities to work in small ensembles, and as soloists throughout the year. Students will identify and perform music from many cultures and genres. SSA, SATB, TTBB literature will be presented and performed with instrumental accompaniment or acapella. Required performances are scheduled throughout the school year at school and within the community.

*Prerequisites--*

*Teachers recommendations -Students must demonstrate ability to match given pitches, use basic vocalization and sight-reading skills.-Students must demonstrate a positive attitude towards correct singing technique and music education overall.*



## **Vocal Ensemble**

Advanced girls choral group focusing on Madrigal, acappella, and Broadway show tunes.

*Grades 11 and 12*

*Audition required.*

## **Piano-Keyboarding Class**

**Mission Statement:** The MCAA Piano/Keyboarding class mission is to promote and spread the love and appreciation of the piano and piano music. We strive to become proficient in the playing of, caring for, and the full knowledge of the instrument.

The class is offered for beginning and intermediate students. It introduces or continues students in the art of note reading, rhythms and technique. Its also offers exposure to composers and their works from the Baroque Period to 20<sup>th</sup> Century music. Students are instructed in keyboarding theory and study a history of the piano and its development. Musical Presentations are solos, duets and ensembles. There are two recitals per school year featuring students and their accomplishments. Students will also attend professional piano recital when opportunity presents itself (field-trips).

*Prerequisite:* Students must have access to a keyboard or piano.



## Strings

Introductory and continuing study of bowed stringed instruments performing the enjoyable classics and popular literature.

## Musical Theater

The mission of MCAA Musical Theater Program is to excel in the art of Musical Showmanship. The program further seeks to assist in the development of individual talents, promoting the elements (essence) of musical production.

This course introduces the concept of Musical Theater. Students are guided through some of the high points of the history of the American Musical Theater-and its contributing, authors, composers and choreographers. The class is designed to provide actors, singers, and dancers with an understanding of repertoire, styles, basic stage- production techniques. Students will participate in acting and vocal techniques on a daily basis, review musical, select songs, scenes and develop interpretations of segments of selected musicals. Students produce the musical scenes complete with movement, choreography, costumes and props. Students work individually, in small groups or as a class.

Grades 7-12

*Prerequisites: A desire to study Musical Theater. Students must be willing to perform a song or*

## Drama

The Theatre program at Marysville Charter Academy for the Arts is designed to introduce students to all aspects of running a professional theatre. Students will learn acting and vocal techniques, how to approach a variety of dramatic texts as well as character development. Students learn management and leadership skills as they participate in producing and performing the technical duties

of mounting productions. The program encourages creative expression within the discipline of this multifaceted art form.

The students are encouraged to participate in the fall musical and the drama production in the early spring. This offers opportunities for acting, singing, dancing, costuming, set design, stage management, lighting design as well as publicity, writing program notes and front of house.

Daily classes include:

Acting techniques:

- sensory work
- imagination,
- improvisation

Vocal techniques:

- breath work,
- sound formation
- articulation

Body work:

- relaxation
- movement
- bioenergetics

Theatre history:

- Greeks and Elizabethan Theatre
- Brecht, Moliere, Chekhov and Ibsen.

Outside assignments include:

Research of various periods related to production values using technology and library resources, viewing videos to compare performances of actors, style, period and directorial concepts. Students write about their perceptions of various art forms as they relate to the drama and the art of the theatre, Students attend productions when possible and assess those productions in terms of established class criteria. Students learn the art of critiquing productions and one another.

## Beginning Drama

Students start to develop vocal and acting techniques. This class produces a winter and spring drama.

## Intermediate Drama

Students continue to develop vocal and acting technique. Students read plays and create directors' notebooks as they make production decisions as if they were to fully mount their play. This class also writes and produces fairy tales for local elementary schools.

## Advanced Drama

Advanced Drama students continue to develop their vocal and acting technique and stage movement as they write and produce plays for local elementary and junior high school students. These plays focus on current social issues that encourage communication among peers, educators, parents, and the community.

## Advanced Acting Techniques

This special workshop class focuses on advanced techniques for the actor, singer and dancer. Exercises develop concentration and sensory work, expressive movement, speech, monologue and scene study. Students study Stanislavski and method acting techniques and gain an understanding of various approaches to the art of acting. Final projects are presentations of contrasting monologues and songs for audition material. This class is for students who can work independently on pre-approved projects.



### **French 1 and 2**

MCAA offers three years of French. A fourth year AP course is in the planning stages.

The primary goal of the first two years is oral communication. Listening and speaking are given particular emphasis, although attention is paid to principles of spelling and phonetics in order that students may become familiar with the logic of another language.

The curriculum for these two years includes a workbook, CD and video program, which reinforce the concepts introduced in the student text. An important aspect to the curriculum is the focus on cultures in the Francophone world other than French, namely the cultures of the Caribbean, Canada, Asia and Africa in which French is the primary language.

Twice a year, students select a cultural topic to investigate and present to the class.

In the past, projects have been presented in the fields of music, painting, cooking, history, literature and film.

### **French 3**

Students already grounded in the language are given an opportunity to advance their skills. This is a course that focuses primarily on reading and writing, with grammatical concepts being presented in the form of annotations to literary texts.

Questions about the texts are presented in French, to be answered in French.

Discussions, recitations and dramatic presentations promote oral fluency. Films are used in part or in their entirety with or without worksheets to further students' aural comprehension. Students in all classes have the opportunity of attending National Theater's bilingual productions of French classics which are presented

twice a year in the Sacramento area.

In the past these presentations, which have included plays by Moliere as well as *The Little Prince* and *Cyrano de Bergerac*, have been well appreciated by our students.



### **Spanish 1**

A course designed to deal effectively with Spanish communication. Stress is placed on understanding and speaking Spanish as well as reading and writing on a novice level. Students will be introduced to the culture of the Spanish speaking countries through a variety of visual aids.

Grades: 9 - 12

### **Spanish 2**

Continuation of first year activities, with additional enrichment units to promote greater understanding of the Spanish language and culture.

Grades 10 - 12

Prerequisite: Passing of Spanish 1 with a "C-" or better on instructor approval.

### **Latin 1 and 2**

MCAA offers two years of Latin, using the Cambridge Latin Course.

This is a well-established introductory program which includes a stimulating, continuous story line, grammatical development and cultural information carefully woven throughout the text, with a complete Language Information appendix.

In Unit I the story line follows the adventures of a well-known Pompeiian banker and his family until the eruption of Vesuvius in AD 79. While the story of the son, Quintus, is fictional, many real-life stories of Pompeiian citizens add authenticity to the text.

In Unit 2, the story line moves to Britain, and students are presented with the culture of the Roman provinces as they advance their understanding of the Latin language.

At each level an accompanying workbook provides activities designed to promote the active use of grammatical points presented, deepen the students' understanding of culture and history, and highlight etymological links between Latin and English. In addition, particular exercises develop speaking and listening, as well as reading and writing skills.



# **Marysville Charter Academy for the Arts**

## **Professional Pathways Certificate Program**

2) Performing Arts; and 3) Production and Managerial Arts. Students receiving the Certificates will have demonstrated a special commitment to their chosen professional pathway. The Certificate acknowledges to colleges and employers this commitment and advanced level of proficiency. Students are encouraged to identify a specific pathway to pursue as early as possible in their educational program at MCAA but especially during their ninth grade year to make sure all class and performance requirements can be met by their senior year. Students are always encouraged as well to take classes outside their chosen professional pathway to broaden their experience and knowledge base. The requirements for the three identified pathways follow this introduction. Students should maintain their own portfolios of work which demonstrate proficiency in identified areas. Official transcripts serve as the record of classes completed. Seniors should work with their counselor to verify eligibility and to schedule Final Projects, Presentations, and Performances.





# GRAPHIC ARTS • PHOTOGRAPHY • VISUAL ARTS • FILM ANIMATION • WRITING CAREER PATHWAYS

## General requirements before declaring emphasis

- Maintain a minimum of a “B” in English

1 year of each of the following: Creative Writing, Painting & Drawing, Communications, Graphic Design and Photography

### **Photography Emphasis:**

3 years Photography  
1 year Yearbook  
1 year Video  
Optional: Yearbook 2, Video 2, Animation  
Graphic Design 2  
**FINAL PROJECT:** Professional portfolio  
hard copy and DVD  
Showing with printed matted photos

### **Graphic Arts Emphasis**

2 years Creative Writing  
1 year Technical Writing  
2-4 years Graphic Design  
2-4 years Yearbook  
Optional: Photography 2,  
**FINAL PROJECT:** Professional quality  
portfolio both hard copy and electronic.  
Submission of work to a minimum of 2  
state or national contest.

### **Writing Emphasis:**

- 3 -6 years Creative Writing
- Script and Play Writing
- Writing for State or National Markets
- Continual cross-disciplinary projects
- Magazine Production
- Entire years work toward specific writing  
i.e. art and/or film projects

**FINAL PROJECT:** Final writer’s project.  
Written, revised, illustrated, with query letters  
to specific publishers. Hard copy and elec-  
tronic copy required. Novels, children’s books,  
plays, film scripts, poetic chapbooks, published  
newspaper articles, short story file for specific  
markets. Agent reviews.

### **Visual Arts Emphasis**

2 years Graphic Arts or a combination of  
2 years Graphic Arts, Newspaper and/or  
Yearbook  
2 years Photography  
1 year Video Editing  
2 years Creative Writing or a combination  
of 2 years Creative Writing,  
Communications or Technical Writing.  
**FINAL PROJECT:** Professional portfolio  
- digital and actual art and public display.

### **Film/Animation Emphasis:**

1 year Video (x 2 for Film)  
1 year Script Writing (Creative Writing)  
(x 2 for film)  
Animation (after Video I) - 2 years for  
Animation  
Art 2 (Animation only)  
**FINAL PROJECT:** DVD of work.  
Submission to 2 film festivals.

### **Journalism Emphasis**

2 years Photography  
1 year Technical Writing  
2 years Creative Writing  
1 year Yearbook  
4 years Newspaper - including 1 year as editor  
**FINAL PROJECT:** Professional portfolio -  
digital and actual copies. Best edition submitted  
for national review..

# **Production and Managerial Arts**

## **Lighting, Sound, Stage Production Management, Directing**

### **Professional Career Pathway**

#### **General requirements:**

- Maintain a minimum of a “B” grade in high school English
- A minimum of two semesters of Graphic Arts classes
- A minimum of two semesters of Painting/Drawing classes
- A minimum of two semesters of any Drama or Musical Theater class
- A minimum of one year, consecutive semesters during the Junior or Senior year of the Production Techniques class
- Meet all graduation standards

#### **Project requirements:**

- Stage Manager for a minor or major production
- Design a lighting sequence and run lights for a production
- Design a sound sequence and run sound for a production
- Design a set and oversee production of a set design for a major or minor production
- Student Director of a minor production
- Mentor at least one younger student in Production and Managerial Arts Pathway

#### **Capstone requirement:**

- Student Director of major production under review of 3-5 person panel
- Complete and submit a research paper (minimum five pages) detailing Student Director experience to 3-5 person review panel

## PERFORMING ARTS CAREER PATH

### General requirements before declaring emphasis

1 semester each : Movement, Drama Music, History of Art, Music or Dance\* 1, \*2

#### **Drama Emphasis:**

- Beginning/Intro Drama 7/8
- 1 year Movement
- 1 Music class
- Intermediate Drama
- 1 year Advanced Drama
- 1 year Advanced + final project
- 1 Production per semester
- Senior Project: prepared with advisor
- Annotated bibliography for all areas of
- Theatre Arts
- Speech

#### **Dance Emphasis:**

- Jazz-Ballet Choreography
- Beginning Jazz, Tap and Ballet  
1 semester each
- 1 year Intermediate Dance
- 1 year Advanced Dance
- Advanced Choreography Project

#### **Instrumental Music Emphasis:**

- Piano Lab
- Focus-Instrumental
- Beginning Instruments
- Music Theory
- Concert Band - 2 semesters
- **Jazz Band**
- **Winter/Spring Music Concert**
- **Senior Recital**
- **1 performance each semester**

#### **Vocal Music Emphasis:**

- Piano Lab
- Beginning Choir
- Intermediate Choir
- Music Theory/Composition
- Vocal Tech - 2 semesters
- **Concert Choir**
- **Winter/Spring Music Concert**
- **Senior Recital**
- **1 performance each semester**

#### **Musical Theatre Emphasis:**

- Dance - 1 year
- Piano - 1 semester
- Chorus - 1 year
- Drama - 3 years
- 2 major musicals
- Senior Projects to be determined  
by Adviser
- 1 Performance each semester

#### **\*1-Exit Portofolio**

Photos: Programs; Seminars;  
Community Outreach; Critiques

#### **\*2-Students transferring from other**

Schools may also transfer experience