

# PUBLIC ACADEMY FOR PERFORMING ARTS

Program of Studies  
2010 – 2011



## Mission Statement:

The Public Academy for Performing Arts is a public charter school that integrates a rigorous college preparatory curriculum with the performing arts and prepares students to pursue their passions and talents.

## Vision Statement:

A rich integrated arts and academic curriculum and a small, diverse learning community.

# THE PUBLIC ACADEMY FOR PERFORMING ARTS

## A Message from the Principal

Dear Students,

In the following pages you will read about the many classes offered at PAPA. Our faculty pride themselves in offering the very best academic and performing arts instruction available to public school students.

This program of studies is intended to help prepare you for life in, as well as after high school. I encourage you to select a rigorous set of courses. The quality of your life is directly related to the quality of your education and how you take advantage of it. Adult life is around the corner for all of you, and I am confident that you will elect to demonstrate superior scholarship and excellence in all you do.

While change may seem like a constant at PAPA, one thing will always remain the same -- our commitment to providing every student with a quality education. View each of your teachers as advocates who are there to support you and your efforts. Don't be afraid to ask for help when you are having difficulties. The educators at PAPA are here because of the many talented students and we want to celebrate your successes in the classroom, as well as on the stage.

We look forward to seeing you next year!

Sincerely,

*Tamara Henderson*

Principal

**PUBLIC ACADEMY FOR PERFORMING ARTS  
PROGRAM OF STUDIES  
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## Introduction

The Program of Studies is designed to inform students about courses offered during the 2010-2011 school year. **A course may be listed, but if it does not meet enrollment requirements or we are limited by space, the course will not be offered.** Therefore, students should choose each core academic, elective, and alternate course carefully. The normal course load for all students is six class periods. Open periods are not permitted within a student's schedule. Students are encouraged to exceed the minimum requirements through summer school, dual credit, and other opportunities, and to consider Honors courses regardless of plans following graduation. It is the responsibility of each student to ensure that he/she has the proper number of credits and the required courses necessary to meet graduation requirements.

PAPA offers a variety of courses leading to college or to careers in vocational, professional and performing arts fields. In accordance with a college preparatory curriculum, we strongly suggest that every student take as many core academic courses (English, science, math, social studies) as possible. Students are also required to take at least two years of a foreign language and Senior Seminar is highly recommended for the college bound. Students should check the entrance requirements of several colleges to determine the courses necessary for admission. Minimum requirements for graduation are listed on page 11.

## Extracurricular Eligibility

Students attending PAPA are eligible to participate in the extracurricular activities offered by their home school. Those activities may include but are not limited to athletic teams, dance teams, cheerleading, and ROTC. If a student elects to participate in an extracurricular activity that meets prior to or at the end of the PAPA school day, it is the student's responsibility to meet with the Academic Dean to review their credit status to ensure he or she continues to meet the anticipated date of graduation.

Additionally, students who participate in extracurricular activities and athletics governed by the New Mexico Activities Association must meet the following requirements:

- Be enrolled in a minimum of four classes,
- Attain and maintain a 2.0 grade point average or better on a 4.0 scale,
- Maintain excellent attendance, and
- Not fail more than one class per grading period.

# Dual Credit Program

In addition to courses taken at PAPA, students may elect to take additional classes to get ahead, catch-up, or to replace a failing grade. There are a variety of Dual Credit options to PAPA students depending on an individual's specific need. Before enrolling in a Dual Credit course, students must obtain the written permission of the Academic Dean.

**APS Career Enrichment Center**  
**807 Mountain Road NE**  
**247-3658**

Students from all Albuquerque high schools can choose unique courses from a variety of career areas, including Medicine, Engineering, Health, Languages, Trades and Business. CEC's distinctive programs attract a wide variety of students from all areas of Albuquerque.

**EVENING HIGH SCHOOL**  
**800 Odelia Road NE**  
**848-9424 or 247-4209**

Evening school courses are held at all Albuquerque high schools in the late afternoon and evening. The Evening school address and phone number above are for Albuquerque High. Evening school is for those who need to hold a daytime job or who go to day school and wish to attend evening classes. Students may take as many as six courses. However, students enrolled in classes at both PAPA and Evening High School may take a combination of no more than seven (7) classes at the two schools, unless authorized by the Academic Dean. Each course meets for 1-1/2 hours twice weekly (no Friday classes). All required credit courses are offered, and there are a limited number of electives, including Marketing Education and Marketing Cooperative training. All credits apply toward graduation. Night school has no tuition fee, but the book deposit is \$15.00. Consult an Evening High School counselor for specific information.

## **IDEAL-NM**

Ideal-NM is an on-line program offered through the State of New Mexico. It allows students to get ahead, make up credit, and take AP courses not otherwise offered at CEC. The courses are taught by NM certified teachers located throughout the state. Courses are rigorous, follow a 16-week schedule, and meet New Mexico standards and benchmarks. The Academic Dean must enroll students in Ideal-NM; you may not enroll on your own. Courses are \$200 per .5 credit. Space in this program is limited, and therefore, available on a first come basis.

## **UNM/CNM**

This **elective only** option is for juniors and seniors with good academic records. Dual Credit requires prior approval via the Dual Credit/Concurrent Enrollment form and the signature of the Academic Dean. Students are responsible for taking any required college entrance requirements (Accuplacer for CNM and ACT for UNM), completing or attending orientation, and registering for classes. Students may take courses at the 1000 level and above at CNM or 100 level or above at UNM for high school elective credit. The courses are tuition free but students are responsible for purchasing books and providing their own transportation. At the end of the class, students are responsible for obtaining a transcript if the class is taken to fulfill elective credit requirements. State law prohibits fulfilling graduation requirements through Dual Credit.

# Standardized Testing

In accordance with the NM High School Redesign, all students are highly encouraged to take a college readiness or vocational aptitude battery, in addition to the standardized testing used to measure annual educational progress.

You may be required or elect to participate in following tests:

**NEW MEXICO STANDARDS BASED ASSESSMENT (SBA)** - grades 6 through 8 and 11. This test is required by the Public Education Department and is administered each spring. It is used to assess each student's academic achievement relative to the NM State Standards and Benchmarks for that grade level.

**PSAT/NMSQT (October)** - PAPA administers this test each October to 10<sup>th</sup> and 11<sup>th</sup> grade students for \$15.00. Students taking the exam in the 10<sup>th</sup> grade gain practice and familiarity with this college assessment. Students taking the exam in the 11<sup>th</sup> grade are automatically entered into the National Merit Scholarship Competition if their scores are in the 98<sup>th</sup> percentile or higher. Many colleges and universities use the PSAT for recruiting.

**PLAN (October)** - PAPA will be participating in an equating study and the PLAN test will be available to all 10<sup>th</sup> and 11<sup>th</sup> grade students at no charge. The PLAN test is a pre-ACT. Students taking the exam will gain practice and familiarity with this college assessment. Many colleges and universities use the PLAN for recruiting.

**ACT** - PAPA does not administer this test. Eleventh grade students planning to attend college are encouraged to take the ACT in April or June. The ACT has four subtests: English, Math, Reading, and Science Reasoning. The writing exam, or composition, is optional. It is recommended that seniors take the ACT in October to meet early college application and scholarship deadlines. The ACT or SAT is usually required for admission to college and universities and accepted at all New Mexico institutions.

**SAT I and SAT II** - PAPA does not administer this test. Eleventh grade students planning to attend college are encouraged to take the SAT in April or June. The SAT is two-thirds verbal (English usage and mechanics, rhetorical skills, and composition). The SAT math section covers Algebra, Geometry, Probability and Statistics, and logic. Please be aware that some colleges and universities may require SAT II subject tests. These tests are administered on the same dates and time as the SAT. The ACT or SAT is usually required for admission to college and universities and accepted at all New Mexico institutions.

**ADVANCED PLACEMENT EXAMINATIONS** - Students taking AP courses on-line must notify the Academic Dean of their intent to take the AP examination by the end of February. Students earning a 3, 4, or 5 on the exam may be granted college credit. AP score requirements vary by college or university.

# Advisement

## **Academic Dean**

The Academic Dean reviews home school, independent study, and on-line courses for adherence to NM State Standards and Benchmarks, interprets transcripts for transfer students, and helps students apply to college and scholarships. College and scholarship advisement is conducted through Senior Seminar. The Academic Dean will not write a college or scholarship letter of recommendation for students unless they are currently enrolled in Senior Seminar. Each high school student completes a Next Step Plan (NSP) each year and updates the plan each year to track progress toward graduation. The Academic Dean and Advisory Teachers help students identify career interests and academic strengths to better help them plan for the future.

## **Academic Improvement Plans**

Any student failing a core academic class, in middle or high school, will be placed on an Academic Improvement Plan (AIP). Students and parents will work with the Advisory Teacher to develop a plan outlining specific goals and objectives to help the student achieve academic success. The student and Advisory Teacher will monitor progress toward the attainment of these goals and objectives and revise Individual Learning Plans (ILP) and Next Step Plans (NSP) accordingly.

## **Educational Planning - Middle School**

Each middle school student is assigned to an Advisory Teacher who is responsible for helping the student construct and update an Individual Learning Plan (ILP). Advisory Teachers are the conduit for information regarding testing and placement in classes and progress toward middle school promotion. The Advisory Teachers are a valuable resource for providing students and their parents with updates on educational progress, interpretation of standardized testing results, and course selection.

## **Educational and Career Planning - High School**

Each high school student is assigned to an Advisory Teacher who is responsible for helping the student construct and update Next Step Plans. In addition to Next Step Plan development, the Advisory Teachers will help students compile portfolios demonstrating achievement and competence of the NM State Standards and Benchmarks. These teachers are a valuable resource for guiding students and their parents on educational progress, standardized testing, tracking toward graduation status, and course selection.

## **Personal Concerns**

PAPA's Social Worker/Counselor is available to assist students with many different issues including support in problem solving, organizational skills, decision-making, stress management, and social/emotional issues affecting academic performance. The Social Worker can also help students and their families find outside professional help when the issue requires long-term attention.

## **Resources for Educational and Career Planning**

PAPA maintains a wide variety of resources for educational and career planning for student and parent use. Also available are registration materials and study guides for national college entrance tests (PSAT, ACT, and SAT). Files are maintained for high-school students on alternative schools, tutoring programs, summer opportunities, and foreign exchange programs.

# INDIVIDUAL LEARNING PLANS

## **Middle School Promotion Requirements**

Each middle school student is required to develop an Individual Learning Plan (ILP). The purpose of this plan is to help students track their eligibility for promotion to high school. Students who do not pass a core academic class (English, math, science, or social studies) will be placed on an Academic Improvement Plan. If a student does not pass all four core academic classes at the end of the 8<sup>th</sup> grade, he or she will not be eligible for promotion to high school unless otherwise documented in the ILP or an IEP.

# NEXT STEP PLANS

## **High School Graduation Requirement**

The Next Step Plan was enacted by the legislature of the State of New Mexico (HB522) as a graduation requirement for all students starting in the school year 2004-2005. The purpose of the Next Step Plan is to provide a structure for high school students to think ahead through conscientious planning about their future. The Next Step Plan is a working document that is updated annually beginning in their 8<sup>th</sup> grade school year.

The mandated process for completing this form includes the involvement of many stakeholders: the student, the student's parents or guardian, Advisory Teachers, and/or other school officials charged with coursework planning. The student explores, examines, and determines his/her interests, goals and plans. With the support of parents and Advisory Teachers, students will plan for their futures, connect career goals with school course work, and explore the many opportunities within and outside of PAPA.

In addition to the completion of the Next Step Plan, students are required to take a college readiness assessment (PLAN or PSAT) or vocational assessment (ASVAB) in the 10<sup>th</sup> grade. Interest inventories are administered in the 9<sup>th</sup> and 11<sup>th</sup> grades. Students planning to attend college are encouraged to take Senior Seminar for ACT/SAT test preparation, guidance on college selection, completing applications, and applying for financial aid.

# Guidelines for Course Selection

PAPA follows the guidelines outlined below for granting credit and schedule changes.

**Credit:** One half (.5) credit is earned for each class at the end of the semester grading period. Exceptions may be courses taken at CNM or UNM. Credit is granted for all passing grades, A, B, C, or D. Credit is **not granted** for grades of F, I or W. If a student fails to pass any of the required classes, he/she must retake the course or its equivalent in summer school, evening school, or during the next year at PAPA. Courses cannot be repeated for credit once those courses have been successfully completed. A course may be repeated to improve the grade, but duplicate credit will not be granted.

**Classification of Students:** High school students are classified according the following number of earned credits:

- Sophomore        6 credits
- Junior            12 credits
- Senior            18 credits

**Class Changes:** Academic classes are normally selected by students and their parents in consultation with advisors and teachers. This selection process determines the number and size of classes, teacher assignments, textbook purchases, and allocation of supply monies. **Because of this, academic class changes are only allowed when they do not have adverse effect on the total school program.**

Students may change their classes within the first two (2) weeks of the school year, for the following reasons:

- a class missing from the schedule,
- changing a class that was taken in summer school,
- correcting a class that was taken in summer school, or
- correcting a scheduling error.

The Academic Dean will consider additional reasons for schedule changes on a case-by-case basis. It is strongly advised that students follow the recommendation of their teacher when selecting classes. Per PAPA policy, schedule changes must be made within the first two (2) weeks of the semester. Mid-year course changes are generally not allowed except in the case of extenuating circumstances.

**Performing Arts Requirement:** If possible, all students will be required to take one (1) performing arts class each year while enrolled at PAPA.

**Students Transferring to PAPA:** Students transferring in from another school must satisfy NM State requirements for promotion to high school or graduation requirements. Home schooled students must provide evidence of curriculum to receive credit. Evidence of curriculum includes course syllabi, assessments, and course textbooks.

**Students Transferring from PAPA:** Students transferring to another school must clear all fees/fines prior to disenrolling with the Registrar. An unofficial transcript may be requested to facilitate the selection of and placement into courses at the new school; however, the Registrar requests 24-hours notice for all transcripts. Please be advised that PAPA does have

a waiver by the NM State Public Education Department that allows us to offer dance as a P.E. credit. This waiver does not have to be honored by any secondary school offering P.E. as a class.

**Independent Study:** All directed and independent study programs must have prior approval of the Academic Dean. Independent Study is available only under special circumstances or may be program associated. A formal application is required along with a course syllabus outlining the plan of study, deliverables, and assessments. A mentor teacher agreement and assumption of responsibility must be attached to the syllabus. These documents must be submitted prior to the beginning of the semester the course is scheduled to begin.

**Credit for Non-PAPA Courses:** Students must receive prior approval before earning graduation credit in any course taken off-campus or not part of the regular program. Credit will be transferred only for courses taken in accredited programs that grant high school credit and are taught or monitored by an appropriately certified teacher. Dual credit courses taken at CNM and UNM are classified as elective credits and cannot be used for graduation purposes.

## HIGH SCHOOL GRADUATION REQUIREMENTS FROM 2005-2006 THROUGH 2009-2010

2005-2006 Class of 2009	2006-2007 Class of 2010	2007-2008 Class of 2011	2008-2009 Class of 2012	2009-2010 Class of 2013
<p>23 units to include:</p> <ul style="list-style-type: none"> <li>• 4 units of English</li> <li>• 3 units of math (one unit + or &gt; Algebra 1)</li> <li>• 3 units of science (1 with lab)</li> <li>• 3 units of social science, including United States history and geography, world history and geography, and government and economics</li> <li>• .5 unit New Mexico History</li> <li>• 1 unit physical education</li> <li>• 1 unit communication skills or business education or language other than English</li> <li>• 7.5 units of electives</li> </ul> <p>For NM Diploma, students must take and pass all sections of the NM High School Competency Exam</p>	<p>23 units to include:</p> <ul style="list-style-type: none"> <li>• 4 units of English</li> <li>• 3 units of math (one unit + or &gt; Algebra 1)</li> <li>• 3 units of science (1 with lab)</li> <li>• 3 units of social science, including United States history and geography, world history and geography, and government and economics</li> <li>• .5 unit New Mexico History</li> <li>• 1 unit physical education</li> <li>• 1 unit communication skills or business education or language other than English</li> <li>• 7.5 units of electives</li> </ul> <p>For NM Diploma, students must take and pass all sections of the NM High School Competency Exam</p>	<p>23 units to include:</p> <ul style="list-style-type: none"> <li>• 4 units of English</li> <li>• 3 units of math (one unit + or &gt; Algebra 1)</li> <li>• 3 units of science (1 with lab)</li> <li>• 3 units of social science, including United States history and geography, world history and geography, and government and economics</li> <li>• .5 unit New Mexico History</li> <li>• 1 unit physical education</li> <li>• 1 unit communication skills or business education or language other than English</li> <li>• 7.5 units of electives</li> </ul> <p>For NM Diploma, students must take and pass all sections of the NM High School Competency Exam</p>	<p>23 units to include:</p> <ul style="list-style-type: none"> <li>• 4 units of English</li> <li>• 3 units of math (one unit + or &gt; Algebra 1)</li> <li>• 3 units of science (1 with lab)</li> <li>• 3 units of social science, including United States history and geography, world history and geography, and government and economics</li> <li>• .5 unit New Mexico History</li> <li>• 1 unit physical education</li> <li>• 1 unit communication skills or business education or language other than English</li> <li>• 7.5 units of electives</li> </ul> <p>For NM Diploma, students must meet threshold for high school exit on 11<sup>th</sup> grade SBA or demonstrate competence through portfolio of standards-based indicators</p>	<p>24 units to include:</p> <ul style="list-style-type: none"> <li>• 4 units of English</li> <li>• 4 units of math (one unit + or &gt; Algebra 2)</li> <li>• 3 units of science (2 with lab)</li> <li>• 3.5 units of social science, including United States history and geography, world history and geography, and government and economics, and .5 unit New Mexico History</li> <li>• 1 unit physical education</li> <li>• 1 unit communication skills or business education or language other than English</li> <li>• 7.5 units of electives</li> </ul> <p>For NM Diploma of Excellence, students must meet threshold for high school exit on 11<sup>th</sup> grade SBA or demonstrate competence through portfolio of standards-based indicators</p>

# Graduation Pathways

PAPA prepares students for post-secondary educational and training opportunities with the belief that we live in a global economy that requires high levels of education and communication skills.

<i>Selective College</i>	<i>Major College</i>	<i>Comm. College/ Technical School</i>	<i>Elective Options</i>
<b>9<sup>th</sup> Grade</b> <ul style="list-style-type: none"> <li>• Honors English 1</li> <li>• Algebra 1</li> <li>• Integrated Science</li> <li>• NM History/Health</li> <li>• Foreign Language 1</li> <li>• Elective</li> </ul>	<b>9<sup>th</sup> Grade</b> <ul style="list-style-type: none"> <li>• English 1</li> <li>• Algebra 1</li> <li>• Integrated Science</li> <li>• NM History/Health</li> <li>• Foreign Language 1</li> <li>• Elective</li> </ul>	<b>9<sup>th</sup> Grade</b> <ul style="list-style-type: none"> <li>• English 1</li> <li>• Algebra 1</li> <li>• Integrated Science</li> <li>• NM History/Health</li> <li>• Foreign Language 1</li> <li>• Elective</li> </ul>	<b>Foreign Language:</b> <ul style="list-style-type: none"> <li>• French 1, 2, &amp; 3</li> <li>• Spanish 1, 2, &amp; 3</li> <li>• Language at CNM</li> </ul> <b>Communication Skills:</b> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Choir</li> <li>• Theater</li> <li>• Yearbook</li> <li>• TV/Film</li> <li>• 3<sup>rd</sup> year of Foreign Language</li> </ul> <b>Practical Arts:</b> <ul style="list-style-type: none"> <li>• Art I &amp; II</li> <li>• Theatre Stagecraft</li> <li>• Music Theory</li> </ul> <b>Physical Education:</b> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Contemporary</li> <li>• Flamenco</li> <li>• Hip Hop</li> <li>• Jazz Dance</li> <li>• Physical Fitness</li> </ul> <b>Career/Workplace Readiness:</b> <ul style="list-style-type: none"> <li>• Financial Literacy</li> <li>• Mentorship</li> <li>• Senior Seminar</li> <li>• Work Study</li> </ul> <b>Dual Credit Courses:</b> <ul style="list-style-type: none"> <li>• CEC*</li> <li>• CNM</li> <li>• UNM</li> </ul> <b>Online Courses:</b> <ul style="list-style-type: none"> <li>• BYU</li> <li>• CNM</li> <li>• IDEAL-NM</li> </ul> <p><b>Students are encouraged to take a college preparatory curriculum to maximize their educational and career opportunities after high school.</b></p>
<b>10<sup>th</sup> Grade</b> <ul style="list-style-type: none"> <li>• Honors English II</li> <li>• Geometry</li> <li>• Biology</li> <li>• Honors World History</li> <li>• Foreign Language 2</li> <li>• P.E.</li> </ul>	<b>10<sup>th</sup> Grade</b> <ul style="list-style-type: none"> <li>• English II</li> <li>• Geometry</li> <li>• Biology</li> <li>• World History</li> <li>• Foreign Language 2</li> <li>• P.E.</li> </ul>	<b>10<sup>th</sup> Grade</b> <ul style="list-style-type: none"> <li>• English II</li> <li>• Geometry</li> <li>• Biology</li> <li>• World History</li> <li>• Foreign Language 2</li> <li>• P.E.</li> </ul>	
<b>11<sup>th</sup> Grade</b> <ul style="list-style-type: none"> <li>• Honors English III</li> <li>• Algebra II</li> <li>• Chemistry</li> <li>• Honors U.S. History</li> <li>• Foreign Language 3</li> <li>• Elective</li> </ul>	<b>11<sup>th</sup> Grade</b> <ul style="list-style-type: none"> <li>• English III</li> <li>• Algebra II</li> <li>• Chemistry</li> <li>• U.S. History</li> <li>• Comm. Skills</li> <li>• Elective</li> </ul>	<b>11<sup>th</sup> Grade</b> <ul style="list-style-type: none"> <li>• English III</li> <li>• Algebra II</li> <li>• Earth Science</li> <li>• U.S. History</li> <li>• Comm. Skills</li> <li>• Elective</li> </ul>	
<b>12<sup>th</sup> Grade</b> <ul style="list-style-type: none"> <li>• Honors English IV</li> <li>• Trig/Pre-Calculus</li> <li>• Govt/Economics</li> <li>• Senior Seminar</li> <li>• Physics</li> <li>• Elective</li> </ul>	<b>12<sup>th</sup> Grade</b> <ul style="list-style-type: none"> <li>• English IV</li> <li>• Trig/Pre-Calculus</li> <li>• Govt/Economics</li> <li>• Senior Seminar</li> <li>• Elective</li> <li>• Elective</li> </ul>	<b>12<sup>th</sup> Grade</b> <ul style="list-style-type: none"> <li>• English IV</li> <li>• Consumer Math</li> <li>• Govt/Economics</li> <li>• Financial Literacy</li> <li>• Elective</li> <li>• Elective</li> </ul>	
<b>School Activities:</b> Student Council, Yearbook, Les Chanteuse, Women’s Chamber Choir, Thespians, Contemporary Dance Ensemble, or other extracurricular activity available at the student’s home school <b>Community Activities:</b> Mentorships, Work Study, Service Learning, Community Theater, AYSO, AYS, Big Brothers and Big Sisters, Scouting			
<b>Bachelors Degrees:</b> Physical Therapy, Art History, Art Studio, Art Therapy, Dance, Media Arts, Music, Theatre, Musical Theater, Design for Performance, Music Education, Dance Therapy, Music Therapy, Interior Design, Landscape Design, Graphic Design		<b>Assoc. Degrees/Certificate:</b> Art Studio, Art History, Visual Communication, Interior Design, Broadcast Engineering, Sound Technician, Desktop Publishing, Dance Education, Cosmetology, Fitness Technician, Culinary Arts, Set Design, Camera Operator	
<b>Standardized Examinations:</b> Student graduating in 2011 must pass all areas of the New Mexico High School Competency Examination. Students graduating in the class of 2012 and forward must pass all sections of the New Mexico Standards Based Assessment. Students are encouraged to take the PSAT in October of their sophomore and junior years to assess college readiness. College bound juniors should take the ACT or SAT in April or June, and again in October of their senior year.			
<b>Other Graduation Requirements:</b> Students graduating in the class of 2012 and forward must take an honors, Advanced Placement, on-line, or college class.			

# Middle School Course Offerings

## Middle School Introduction: Grades 6 – 8

The PAPA middle-school faculty is devoted to creating habits of scholarship, individual responsibility, independent thinking, and ethical behavior among their students. PAPA middle schools students must complete and pass three years of language arts, math, science, and social studies to be eligible for promotion into high school. Middle school students are expected to round out their academic studies with elective courses that encourage and develop artistic forms of human expression. These electives encourage movement, as well as musical, theatrical, and visual performances, thereby guiding the students as they discover their passion.

The sixth to eighth grade middle-school curriculum encourages students to try out a variety of performing arts. This enables the middle school student to make an informed decision at the high-school level, as it is expected that a PAPA high school student will then focus on one performing art. Many elective areas offered at PAPA are available to middle school students, but emphasize basic skill development and group public performances.

## Middle School Academics

### LANGUAGE ARTS

Language arts skills are imperative in all subject areas and are especially important in today's technology-based age of communication. Class activities and assignments align with New Mexico Standards and Benchmarks which develop awareness of language and sharpen skills in critical reading and effective writing. Academic excellence is the focus of all Language Arts classes.

### LANGUAGE ARTS 6

The sixth grade Language Arts class will focus on three main Content Standards, Benchmarks and related Performance Standards: Reading and listening for comprehension using a variety of genres, writing and speaking for expression using expository, persuasive, and descriptive writings, and use of literature and media to develop an understanding of people, societies, and the self using the type of literature according to their purpose and function.

### LANGUAGE ARTS 7

Students will practice skills within the areas of speaking, writing, reading, and vocabulary/spelling. These skills will be practiced on a regular basis and students will begin to work on an independent level. Students will be encouraged in the areas of higher-level critical thinking, analysis, and discussion. Students will be responsible for their own learning.

## **LANGUAGE ARTS 8**

Students will practice skills within the areas of speaking, writing, reading, and vocabulary/spelling. These skills will be practiced regularly with connections made to how critical skills relate to “real life.” Emphasis will be on organization, communication, a variety of writing skills, as well as reading a wide variety of genres. Students will be encouraged in the areas of higher-level critical thinking, analysis, and discussion.

## **MATHEMATICS**

The study of mathematics is the fundamental component of science which allows for technological advances, comprehension of the natural world (as well as our manufactured world), and powerful metaphors for philosophical understanding. PAPA utilizes the Saxon Math series which is a spiraling curriculum. Students will review and revisit many concepts using different approaches throughout the school year. PAPA offers four courses intended for middle-school students. Entering students are placed in appropriate classes depending upon entrance examination scores and previous classroom experience. Changes may be made once performance in the classroom can be evaluated by the instructor.

### **MATH FUNDAMENTALS**

**Grade Level: 6 - 8**

**Prerequisite: Placement examination or teacher recommendation**

Students will work on understanding the decimal system, estimation, rounding, basic arithmetic facts, and understanding computation and measurement. Review of previous material precedes new material with the class setting the pace. Independent, as well as group practice is emphasized.

### **MATH SERIES 1**

**Grade Level: 6 - 8**

**Prerequisite: Placement examination or teacher recommendation**

Students study the decimal system, fractions, geometry, simple algebra, measurement, ratio and proportions. When feasible, hands-on activities are presented to illustrate math concepts. Daily quizzes are given to reinforce material introduced the previous day, as well as to increase speed and accuracy in calculation and test taking. Many strategies are offered to students for solving word problems. Students will be introduced to banking, using checkbooks and registers. Organizational skills will be emphasized to help students be successful in middle school.

### **MATH SERIES 2**

**Grade Level: 6 - 8**

**Prerequisite: Placement examination or teacher recommendation**

Students continue their studies in fractions, geometry, probability, and measurement. There is increasing focus on integers and algebraic concepts. Percents and ratios prepare students for pre-Algebra in Series 3 Math. The daily quizzes are designed to help increase speed and accuracy and to challenge students to recall information, a necessary component to successful test taking. Projects will be given several times per semester to help students understand how math is related to daily life. The use of checkbooks and registers continues from Math Series 1.

## **MATH SERIES 3/PRE-ALGEBRA**

**Grade Level: 6 - 8**

**Prerequisite: Placement examination or teacher recommendation**

This course presents more complex problems involving fractions, geometry, probability and measurement. The second semester's focus shifts to integers, exponents, graphing, simplifying expressions, and solving simple one- or two- variable equations. Students who pass Pre-Algebra with a C or better will move on to Algebra 1 at the high school level.

## **ALGEBRA I**

**Prerequisite: Placement examination or teacher recommendation**

Students who excel in mathematics may begin taking high school level courses. Students will develop an understanding of the basic structure and language of algebra, which is the foundation for all mathematics. Linear functions will be emphasized using numeric, verbal, analytic, and graphical representations. Quadratic functions will also be explored. This course requires a scientific calculator.

## **SCIENCE**

Science has provided us with a wealth of information, techniques, and methods that not only improve our health and safety, but also greatly increase our understanding of the world in which we live. PAPA requires three years of middle school science. These courses provide the necessary foundation for high school sciences. All three are aligned to the NM Standards and Benchmarks, and involve laboratory experiments and inquiry activities. The curriculum has the same basic framework as APS; it is spiraled, so each middle school year has elements of life, earth, and physical sciences. It is expected that students will complete the middle school science curriculum sequentially, according to their year in school.

### **SCIENCE 6**

Sixth grade science spirals around the Earth sciences. Topics covered in this course include: the fossil record, geology, land formations, weather, elements, compounds, heat, and astronomy. In addition to activities, labs and projects, students practice their nonfiction reading skills using a textbook and current science articles.

### **SCIENCE 7**

Seventh grade science spirals around the Life sciences. Topics covered in this course include: microbiology, zoology, taxonomy, anatomy, physiology, genetics, ecology, evolution, matter and energy. An emphasis is also made on discovering the value of the scientific method.

### **SCIENCE 8**

Eighth grade science spirals around the Physical sciences. Topics covered in this course include electricity, optics, forces, motion, matter, and energy. Further emphasis is placed on scientific methods and use of technology.

## **SOCIAL STUDIES**

The study of history is perhaps one of the best ways to understand human endeavor through the ages. Through the people, events, and narratives of those before us, we also learn to understand the present. PAPA requires three years of social studies for all middle school students: World History, New Mexico History, and U.S. History, respectively for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.

### **SOCIAL STUDIES 6**

The main focus of this class is to expose students to a multitude of diverse cultures throughout the world. Students will learn about significant historical figures and events through history. Activities and skills will include: exploration of our world, cooperative learning groups, projects and class discussions.

### **SOCIAL STUDIES 7**

This course provides a survey into New Mexico's political, social, economic and cultural development from the earliest indigenous peoples to colonization by Spain, New Mexico as a territory of Mexico and the United States, and early statehood through present day. Students will make connections through their involvement in "hands-on" projects and activities such as role-playing, skits, songs, making posters, presentations, Socratic discussions, and debates. Students will also conduct research and write formal papers concerning major historical events and people.

### **SOCIAL STUDIES 8**

This course provides a survey into America's political, social, economic, and cultural development focusing on four main areas: 1) pre-colonization to colonization, 2) the Revolutionary War and building a new nation, 3) Westward Expansion - national growth and sectional differences and 4) disunion of the Civil War through Reconstruction. Students will also study our government, emphasizing its structure, the Bill of Rights and their rights and responsibilities as an American citizen. Students will make connections through their involvement in "hands-on" projects and activities such as role-playing, skits, songs, making posters, class presentations, and evaluation of primary sources.

## **Middle School Electives**

### **ART**

Visual and graphic art has been a part of human culture and society since the first cave drawings and paintings. Art can help develop expression, perspective, point of view, as well as serve as a mode of communication.

#### **ART SURVEY 6**

**Fees:** see schedule of fees

The main objective of this course is to provide an introduction to the world of 2D and 3D design. Students will learn a visual vocabulary as they experiment with the principles and elements of art structure. Working in various types of media, they will expand their knowledge of the visual world around them.

#### **ART 7 & 8**

**Fees:** see schedule of fees

This course provides students an opportunity to expand their knowledge of visual communication. Projects will encourage students to develop their skills through the creative process and help them learn to critique their work as well as others. Laying the foundation for advanced art courses, students will focus on techniques as they study significant works of art and artistic movements that have shaped the art world.

## **DANCE**

Movement has always been one of the most important forms of human artistic expression. Ideas and emotions can be represented through dance and often cannot be shown any other way. Thus, dance is a powerful emotional and physical experience for performers, as well as audiences.

It is impractical to divide dance courses by middle and high school levels, because students display varying degrees of ability, experience, and talent in dance at PAPA. For this reason, dance classes are divided by levels I, II, and III, when schedules permit. Levels II and III require an audition for placement.

The dance department holds one dance concert per year and features all the students taking dance at PAPA.

Each dance class has a non-refundable course fee (see schedule of fees). Additionally, students will need to purchase appropriate clothing and supplies specific to each class. For performances, students are also responsible for costumes (or rental fees for costumes) - this generally ranges from \$10.00 to \$80.00. Occasional fundraisers will help to offset higher costume costs.

## **BALLET**

**Level I: No dance experience necessary**

**Level II and Level III: Placement by audition only**

There are three levels of Ballet at PAPA - beginning, intermediate, and advanced. Ballet technique (in a blended, American style) will be introduced and trained. Emphasis will be placed on postural alignment, balance, ballet vocabulary, execution of steps - rudimentary to advanced, and an understanding of musicality. Standard segments of barre and center will include exercises in adagio movement, pirouettes, petit allegro, and grand allegro. Daily class will emphasize an intelligent approach to this formal dance idiom; dancers will learn the components of ballet while becoming sensitive to how their bodies respond and adapt to the demands of the technique. Emphasis is placed on historical knowledge, anatomical knowledge, injury prevention, and injury management. Execution of dance technique with performance quality will be nurtured and coached daily.

## **CONTEMPORARY (Modern Dance)**

**Level I: No dance experience necessary**

**Level II and Level III: Placement by audition only**

All modern dance classes will explore correct alignment, coordination, and modern technique (various techniques and styles will be explored). Students will also study dance history, anatomy (using the FUNctional Anatomy for Dancers Syllabus), improvisation, and choreography. Class will often feature live accompaniment. Dance workshops and guest instructors will be featured occasionally.

Level I is designed for students new to dance, new to the technique, or have had minimal consistent formal study of ballet or modern technique.

Level II is designed for the student who has mastered basic modern technique, is ready to add to their movement vocabulary, and ready for greater physical challenges.

Level III is for the intermediate/advanced dance student strong in technique. Dancers will further expand their technique, add to their anatomy knowledge, and further their movement

vocabulary. Level III dancers will be eligible to audition for Contemporary Dance Ensemble and will have more opportunities for performance and choreography.

## **FLAMENCO**

**Level I: No dance experience necessary**

**Level II: Placement by audition only**

This course is designed for students to discover the art of Flamenco. Students will explore the culture of Flamenco including: the improvisational structure of Tangos, palmas (hand clapping), escobillas (foot work patterns), bulerías, alegrías, tientos, castanets, sevillanas, discipline, and core awareness.

## **HIP HOP**

**Level I: No dance experience necessary**

**Level II: Placement by audition only**

The goal of this course is to expand awareness of the connection between body, mind, and spirit. The intent is also to improve self-esteem through positive thinking. Exercises will develop strength, stamina, balance, proper body alignment, and flexibility. There will be some class performances as well as time spent in class evaluating individual performances.

## **JAZZ DANCE**

**Level I: No dance experience necessary**

**Level II and Level III: Placement by audition only**

Students will explore several different styles within the genre of jazz dance. Dancers will develop technical skills, strength, flexibility and versatility. An emphasis will be placed on mastering performance skills, while learning a diverse range of choreography. Students will be given written assignments and tests on related topics such as dance history, dance and music vocabulary, anatomy, and wellness topics for dancers.

## **MUSIC**

We encourage all middle school students to explore their interest in music. If a student has never played an instrument or sung before, this is the perfect opportunity to experience the music making process. The choirs may be required to travel for short educational tours.

**Choir Requirements:** students will spend one night at Hummingbird Music Camp, usually in the spring semester. The cost for camp is \$50. Each girl in choir will need black dress slacks or skirt with a black or white blouse and black close-toed shoes for performance. Boys will need black dress pants, black belt, white long sleeved dress shirt, black socks, and black dress shoes.

## **CHOIR 6**

**Fees: see schedule of fees**

All students are welcome to experiment with their voices and learn the proper techniques of good singing. The choir gives two to three performances a year and also participates in auditions for All-State and solo ensemble festivals, and large group festival. Students will also learn basic music fundamentals in the class.

## **CHOIR 7 & 8**

**Fees:** see schedule of fees

This class is open to all students and continues to work on good vocal technique and musicianship. Students in this class also participate in All-State and solo ensemble as well as large group festivals.

## **LES CHANTEUSE - (Women's Ensemble)**

**Grade 8 - 12**

**Prerequisite:** Audition only

**Fee:** see schedule of fees

Students that pass the audition can plan on intense rehearsals with emphasis placed on musical artistry and a deeper understanding of musical concepts. Girls in this choir are expected to maintain a GPA of 2.0 or above to participate in festivals, tours, or competitions. It is highly recommended that girls take some private lessons during their time in choir. This choir will perform at least six times a year for concerts and other fund raising opportunities. This choir will tour at least every three years. They will also have a trip to Hummingbird Music Camp.

## **MUSICAL THEATER**

**Grade 7 - 8**

This course is designed to teach students the dynamics and concepts involved in musical theater performance. Students will vocal and acting techniques needed for musical theater performance.

## **BEGINNING ORCHESTRA**

**Grade: 6 - 12**

**Fee:** see schedule of fees

This is a full-year course for students who wish to learn to play a string instrument (violin, viola, cello, or bass) for the first time. They will play as an ensemble in daily rehearsals and are required to perform at several public concerts during the year. All students are required to learn to read music during the course, but are not expected to be able to do so when the course begins. Students must supply their own instruments and method books as required by the instructor, though a few larger instruments (cello and bass) are available for a nominal yearly rental fee.

## **INTERMEDIATE/ADVANCED ORCHESTRA**

**Grade: 6 - 12**

**Fee:** see schedule of fees

**Prerequisite:** Audition only

This year-long course is for students in grades 6-12 who are experienced performers on a string instrument. They play as an ensemble in daily rehearsals and are required to perform at several public concerts and District VII festivals during the year. All students are required to be proficient sight-readers when they begin the course, and private lessons outside the school day are strongly encouraged. Students must supply their own instruments and method books as required by the instructor. Some cellos and basses are available for class rehearsals; however, students should have their own instruments at home for practice.

## **BEGINNING BAND**

**Grade: 6 - 12**

**Fees: Students must supply their own musical instruments and method books as required by the instructor.**

This is a course for students who are going to learn to play a wind or percussion instrument for the first time. They play as an ensemble in daily rehearsals and are required to perform at several public concerts during the year. All students are required to learn to read music during the course, but are not expected to be able to do so when the course begins.

## **INTERMEDIATE/ADVANCED BAND**

**Grade: 6 - 12**

**Prerequisite: Audition only**

**Fees: Students must supply their own musical instruments and method books as required by the instructor.**

This is a course for students who are experienced performers on a wind or percussion instrument. They play as an ensemble in daily rehearsals and are required to perform at several public concerts during the year. All students are required to be proficient sight-readers when they begin the course.

## **GUITAR**

**Grade: 6 - 12**

**Level I: No prior experience necessary**

**Level II/III: Placement by audition only**

**Fees: see schedule of fees**

Students begin learning technical skills through a variety of different styles of music and are introduced to standard music notation and guitar tablature. As students progress through the sequence of guitar courses, they develop a greater understanding of guitar tablature in addition to left and right hand classical guitar technique, as well as refine style and artistry.

## **PIANO**

Piano is on hiatus until we move into a new facility.

## **THEATER ARTS**

Theater has played a large role in human communication. Many cultures and societies enjoy a rich oral tradition where theater has served as a conduit for communicating heroic feats, shared joys and sorrows, and commenting on current society. Theater is more than a metaphor for life; it is a lens to help us focus on the human experience.

## **ACTING FOR FILM**

**Grade: 6**

**Fees: see schedule of fees**

Students learn the basics of film acting, production, and working in a crew. Students will learn how to select a piece for filming, adapt scripts, develop staging, lighting, and effective presentation techniques to communicate the depth and breadth of the selected production piece.

**TV/FILM****Grade: 7 - 8****Fees: see schedule of fees**

Students create short visual pieces using a myriad of film techniques and genres. They learn the basics of film acting, production, and working in a crew. Students will also learn to use a variety of computer-based film and music programs, such as screenwriting in Final Draft, green screen, editing in imovie and Final Cut Express, flash animation, and Garage Band music development.

**WEB PAGE DESIGN & NEWSPAPER****Grade: 6 - 8**

Have you ever wanted to create your own web page? Well, now you can! Learn the basics of web page design: content, layout, and graphics. Not only will students learn how to design and create web pages, they will apply their skills to create a school newspaper!

## High School Elective Credit Courses by Type of Credit Granted

PAPA's elective courses are used to fulfill other graduation requirements. Outlined below are the elective courses (in alphabetical order by category) and the type of requirement credit they fulfill.

Course Title	Type of Credit Granted
Financial Literacy	Career/Workplace Readiness
Mentorship	Career/Workplace Readiness
Senior Seminar	Career/Workplace Readiness
Service Learning	Career/Workplace Readiness
Work Study	Career/Workplace Readiness
Acting/Directing	Communication Skills
Band, Beginning	Communication Skills
Band, Intermediate/Advanced	Communication Skills
Choir, Mixed	Communication Skills
Choir, Les Chanteuse	Communication Skills
French III	Communication Skills
Guitar I	Communication Skills
Guitar II/III	Communication Skills
Orchestra, Beginning	Communication Skills
Orchestra, Intermediate/Advanced	Communication Skills
Spanish III	Communication Skills
Theater Production	Communication Skills
TV/Film	Communication Skills
Yearbook	Communication Skills
Ballet I	Communication Skills, P.E.
Ballet II/III	Communication Skills, P.E.
Contemporary Dance I	Communication Skills, P.E.
Contemporary Dance II/III	Communication Skills, P.E.
Flamenco I	Communication Skills, P.E.
Flamenco II/III	Communication Skills, P.E.
Hip Hop I	Communication Skills, P.E.
Hip Hop II/III	Communication Skills, P.E.
Jazz Dance I	Communication Skills, P.E.
Jazz Dance II/III	Communication Skills, P.E.

# High School Course Offerings

## High School Introduction: Grades 9 - 12

PAPA's dedicated faculty help the high school student perform at his or her best - academically as well as in the performing arts. Academically, college advisement begins in earnest in the 9<sup>th</sup> grade and the expectations of excellence instilled by our middle school faculty are expanded and reinforced. Students are encouraged to take a rigorous college preparatory program of studies.

PAPA high school students will focus upon one performing art, culminating in a solo performance to conclude their secondary preparation. By their senior year, the expectation is that students will be well on the road to mastery of their selected art form. The Senior Showcase is a requirement for graduation from PAPA and is the centerpiece of the school's performing art focus.

## High School Core Curriculum

PAPA's core curriculum meets all content area standards and benchmarks, as well as the course requirements for the New Mexico Diploma of Excellence. A variety of classes are offered in each content area to provide students with the ability to tailor a program of studies to meet their individual needs.

### ENGLISH

High school English is organized into three strands: Reading and Listening for Comprehension, Writing and Speaking for Expressions, and Literature and Media. The English content is a spiraling framework in the sense that many skills, once introduced, develop over time. Reading, writing, and analytical skills do not exist, nor are they improved, independent of one another. Rather, these skills are cultivated concurrently. Language arts skills are essential to all content areas and success in high school, college, and the working world.

### ENGLISH 9

English 9 focuses on reading and writing for the purpose of building the foundation for literary analysis. Students also engage in critical and creative thinking, speaking and listening. Students read short stories, poetry, drama, novels, mythology, and non-fiction. Students also study mechanics, usage, sentence construction, paragraph construction, and the essay.

### ENGLISH 10

English 10 students read and study a variety of literary genres: short stories, poetry, nonfiction, drama, and novels. Students also focus on grammar, mechanics, sentence construction, paragraph development, and effective essay writing. Students also engage in activities designed to help them develop speaking, listening and viewing, researching, and critical thinking skills. They also enjoy opportunities to use technology in their language arts work.

## **HONORS ENGLISH 10**

**Fees:** see schedule of fees

**Prerequisite:** Teacher recommendation or placement essay

**This course has a summer reading and assignment requirement**

Honors English 10 is designed for students who demonstrate the highest level of ability and interest in language arts. A thoughtful appreciation for good literature is based on a critical awareness of the diversity of style, structure, and meaning. Students will be given extensive experience in writing essays to explain and to analyze ideas and techniques used in literature. This course is recommended for students planning to attend a competitive college or university.

## **ENGLISH 11**

English 11 students are exposed to the diversity found in the varying voices of American writers. This course emphasizes American literature and its development through time. The purpose is to allow students the opportunity to explore the richness of the American literary experience from a multitude of perspectives. Students survey social, philosophical, and literary movements in America from pre-colonial times to the present. Students apply critical thinking skills through reading, speaking, viewing, and listening strands of language arts through writing and research. Students write expository, analytical, and argumentative essays, as well as a research paper.

## **HONORS ENGLISH 11**

**Fees:** see schedule of fees

**Prerequisite:** Teacher recommendation or placement essay

**This course has a summer reading and assignment requirement**

Honors English 11 is designed for students who demonstrate the highest level of ability and interest in language arts. Students focus on the literary history of America using an approach that emphasizes the stylistic and rhetorical analysis of nonfiction. Students also survey social, philosophical, and literary movements in America from pre-colonial times to the present. Students apply critical thinking skills through reading, speaking, viewing, and listening strands of language arts through writing and research. Students write expository, analytical, and argumentative essays, as well as an MLA research paper. This course is recommended for students planning to attend a competitive college or university.

## **ENGLISH 12**

English 12 is designed for the literary analysis of contemporary, nonfiction, and British literature. The course will challenge students to examine concepts, rhetorical strategies, practice analysis and synthesis, and develop mature writing skills through essays and research papers of varying lengths. This course is recommended for students planning to attend a competitive college or university.

## **HONORS ENGLISH 12**

**Fees:** see schedule of fees

**Prerequisite:** Teacher recommendation or placement essay

**This course has a summer reading and assignment requirement**

Honors English 12 is designed for students who demonstrate the highest level of ability and interest in language arts. Literary analysis of contemporary and British literature is the major focus of this class. The course will challenge students to examine concepts, rhetorical strategies, practice analysis and synthesis, and develop mature writing skills through essays and research papers of varying lengths. This course is recommended for students planning to attend a competitive college or university.

## MATHEMATICS

Students who intend to enter college are strongly encouraged to enroll in a math course each year. Many college-bound students who end their study of high school math with only three credits find that they must take remedial course work in college. Currently, students must score at least a 22 on the mathematics section of the ACT to avoid remedial courses at UNM. Outlined below is the recommended sequence of courses by type of graduation plan.

Grade	HS Graduation	State College	Competitive College
9	Algebra I or Algebra Fundamentals	Algebra I	Algebra I in 8 <sup>th</sup> grade Geometry in 9 <sup>th</sup> grade
10	Geometry	Geometry	Algebra II
11	Algebra I	Algebra II	Trigonometry/ Pre-Calculus
12	Algebra II or Consumer Math	Trigonometry/ Pre-Calculus	Calculus @ CNM or UNM

### CREDIT FOR ALGEBRA I IN GRADE 8

Under the policies for the State of New Mexico, students who take high school equivalent math courses (college-preparatory classes starting with Algebra I) while enrolled in middle school may apply for credit for these classes after enrolling in high school. Application should be made during the fall semester of the ninth grade year. For further information, contact the Registrar.

#### Pre-Algebra

**Grade Level: 9**

**Math Graduation Credit if specified by Next Step Plan**

**Prerequisite: Instructor Recommendation**

This course is intended for students who are not prepared for the abstract concepts of Algebra 1. Topics covered include a review of operations with rational numbers, introduction to variables, and operations with polynomials. Intensive practice of basic skills is emphasized to develop fluency and mental math skills.

#### ALGEBRA 1

**Grade: 9 - 12**

**Prerequisite: Mastery of key competencies identified for Grade 8 mathematics or placement test.**

**This course requires student access to a graphing calculator.**

Students will develop an understanding of the basic structure and language of algebra, the foundation for all higher level mathematics. Linear functions will be emphasized using numeric, verbal, analytic, and graphical representations. Quadratic functions will also be explored.

#### GEOMETRY

**Grade: 9 - 12**

**Prerequisite: Successful completion of Algebra I or placement test**

This regular geometry course is for students who have acquired a working knowledge of the basic concepts and skills of Algebra I. It emphasizes abstract and logical thinking through inductive and deductive reasoning as they apply to lines, planes, polygons, circles, spheres, and other three dimensional figures. Emphasis is also placed on competency in spatial visualization.

## **ALGEBRA II**

**Grade: 10 - 12**

**Prerequisite: Successful completion of Algebra I or placement test.**

**This course requires student access to a graphing calculator (TI83, TI84, or TI89, preferred).**

Algebra II is designed for the student who desires or needs to continue the study of mathematics in a more formal manner. It extends the concepts studied in Algebra I and Geometry and introduces more advanced topics such as relations and functions, conic sections, and exponential and logarithmic functions. Also, more attention is given to the study of systems of equations including quadratic systems, inequalities, and absolute value relations. Problem-solving techniques are taught throughout the course as an integral part of the subject. This course is recommended not only for the college-bound student, but is also an important course for the student who is considering technical-type training at CNM or some other technical school. The ACT covers Algebra II concepts and successful completion of the course is required by most colleges and universities.

## **TRIGONOMETRY/PRE-CALCULUS**

**Grade: 10 - 12**

**Prerequisite: Successful completion of Geometry and Algebra II**

**This course requires student access to a graphing calculator (TI83, TI84 or TI89, preferred).**

It is assumed that upon entering this course, the student is fully competent in the skills introduced and extended in Algebra II. The course covers angle measure in degrees and radians, the unit circle and the six trigonometric ratios, trigonometric identities, triangle trigonometry and problem-solving, graphs of trigonometric functions, inverse trigonometric function and their graphs, trigonometric equations, introduction to vectors, trigonometric form of complex numbers, introduction to polar graphing, extension of topics necessary for the study of calculus; and introduction to differential and integral calculus. While colleges do not require this course for admission, studies indicate that taking Trigonometry and Pre-Calculus increases the probability of admission into a competitive college by 11% over students who stop taking math after Algebra II.

## **CONSUMER MATH**

**Grades: 11 - 12**

**Prerequisite: Teacher recommendation**

**This course requires student access to a calculator with square root and exponent keys.**

We use math on a daily basis and this course proves it. Topics include calculating wages, buying and working with food, shopping for clothes, managing a household, buying and maintaining a car, improving your home, traveling, budgeting money, banking and investing, paying taxes, and preparing for careers. This class is test and project oriented.

## **SCIENCE**

PAPA offers five year-long high school laboratory sciences: Integrated Science, Biology, Earth Science, Chemistry, and Physics. All five courses are aligned to the NM Standards and Benchmarks. Any student who begins high school after 2009 will need three science classes (two of which must have a laboratory component) to graduate. Outlined below is the recommended sequence of courses by type of graduation plan.

Grade	HS Graduation	State College	Competitive College
9	Integrated Science	Integrated Science	Integrated Science
10	Biology	Biology	Biology
11	Earth Science	Chemistry	Chemistry or Physics
12	No class required	Physics	Science class at CNM/UNM

## **INTEGRATED SCIENCE**

**Grade: 9**

**Fees: see schedule of fees**

Integrated Science provides an overview of the physical sciences: biology, earth science, chemistry, and physics. The course will spend approximately one quarter examining each branch of science. The emphasis of this course will be on the introduction of the scientific method, core concepts, development of laboratory skills, and vocabulary common to each discipline.

## **BIOLOGY**

**Grade: 10 - 12**

**Prerequisite: Integrated Science**

**Fees: see schedule of fees**

Biology I is a lab course that provides information about living things and life processes. The course covers the characteristics of living things, cell structure and function, genetics, DNA and RNA, evolution, ecology, and basic classification of living things.

## **EARTH SCIENCE**

**Grade: 10 - 12**

**Fees: see schedule of fees**

**Prerequisite: Integrated Science, Biology or Teacher Recommendation**

Earth Science is the study of our planet and basic astronomy. Topics covered in this course include the history of the earth, theories of universe creation, plate tectonics, mineral and rock formation and identification, meteorology, the oceans, and space.

## **CHEMISTRY**

**Grade: 10 - 12**

**Prerequisite: Biology and C or better in Algebra II**

**Fees: see schedule of fees**

Chemistry is the study of matter and how matter changes. The course covers atomic theory including basic quantum mechanics, chemical formulas, chemical equations, stoichiometry, and predicting products of reactions.

## **PHYSICS**

**Grade: 11 - 12**

**Prerequisite: Biology and C or better in Algebra II**

**Fees: see schedule of fees**

Physics is the most fundamental of the sciences. It is the study of matter, forces, and their interactions. Topics in the course include Newton's Laws, energy, electricity, sound, light, and gravity.

## **SOCIAL STUDIES**

High school students must complete a sequence of courses in social studies that leads them to a knowledge of local, state, and national government and history. The recommended sequence of courses is: 9<sup>th</sup> grade - New Mexico History, 10<sup>th</sup> grade - World History, 11<sup>th</sup> grade - U.S. History, 12<sup>th</sup> grade - Government/Economics.

### **NEW MEXICO HISTORY**

**Grade: 9**

**One semester course (.5) credit**

New Mexico History is a semester-long survey course of the political, economic, social, cultural, and geographical features of New Mexico beginning from the Twentieth Century to the present. Students analyze the role that New Mexico plays in national and international arenas. The student applies his/her knowledge of the past to develop a historical perspective which they will use to examine the relationships between the political, economic, social, and cultural issues of today.

### **WORLD HISTORY**

**Grade: 10**

Life can only be lived forward and understood backward. To understand and respond to the challenges of the future, students must recognize and appreciate that our modern world is the product of historical and geographical relationships. This course offers the citizens of the Twenty-First century cognition and appreciation of the hope, pain, and diversity of the human record and provides insight into the present and future.

### **UNITED STATES HISTORY**

**Grade: 11**

United States History is a required general survey course which traces the development of the United States from 1865 to present day society. This course helps students understand how and where past generations of Americans lived, changed, and progressed. Students study the forces that shaped and continue to shape the political, economic, and social systems of the United States.

### **ECONOMICS**

**Grade: 12**

Knowledge of economics helps citizens to understand issues related to prices, wages, unemployment, inflation, poverty, welfare, international trade, and national debt. This course is a study of the American economic system and the fundamental economic principles that help individuals make good decisions about purchases, taxes, savings, credit, and careers.

### **GOVERNMENT**

**Grade: 12**

Government is a required course that introduces students to systems of government within the United States and looks at ways in which citizens influence the decision-making process. It examines the structure of legal systems and stresses the role of citizens within a system of law that gives individual rights and responsibilities and requires individual actions and duties. Emphasis is on the knowledge and skills needed for effective citizenship in our democratic society.

## **INTRODUCTION TO WESTERN PHILOSOPHY**

**Grade: 9 - 12**

**One or two semester course**

This course will explore all of the ideas and dilemmas that have occupied the greatest minds in the Western world. We will discuss the most challenging thinkers, and their impact upon everything we do today. You will come to understand the connections between critical thinking, science, and religion. Indeed, in ancient times these three pillars of philosophy were part of a single fabric of governance and human behavior. In order to grapple with these issues, we will study and practice the structure of logic and rhetoric used in both ancient and modern times.

## **FOREIGN LANGUAGE**

Fluency in more than one language is fast becoming a necessity for American citizens. Enhancing any career and enriching travel and life experiences, the ability to speak at least one foreign language is also now a requirement for most American high schools and colleges. PAPA requires two years of the same foreign language for graduation.

While college recommendations for foreign languages vary, most schools require two and even three years of the same foreign language for entrance. All language courses at PAPA have, as an integral part of their programs, cultural enrichment pertaining to the countries and the customs of their people. Since all classes are year-long, and material is presented sequentially, entrance at Semester II is **not permitted** without teacher permission.

### **FRENCH I**

**Grade: 9-12**

French I introduces the basic language skills of listening, speaking, reading, and writing. Students will learn greetings and introductions, descriptions of families and friends, and daily conversation. Students will have opportunities to compare the new language to their own and to observe the use of the language in communities beyond the classroom.

### **FRENCH II**

**Grade: 10 - 12**

**Prerequisite: C or better in French I**

French II continues to develop communication skills to the contexts of daily life, school, politics, professions, work practices, and community life. Authentic cultural documents (newspapers, magazines, film, and music) enrich the cultural component of this course. Upon completion of this course, students should have the necessary knowledge and skills to enroll in a second-semester university course.

### **FRENCH III**

**Grade: 11 - 12**

**Prerequisite: C or better in French II**

French III continues the development of vocabulary and grammar usage, enhances reading skills, as well as the appreciation of literature, history, geography, and fine arts. Students should begin to have conversational fluency with everyday events and topics. More advanced grammatical structures, and the refining of accent and idiom are continued from earlier levels. Literature and discussions having social, historical, political, and scientific importance are conducted in class. Writing and reading take on increasing importance in this course.

## **SPANISH 1**

**Grade: 9-12**

Spanish I introduces the student to the basic language skills of listening, speaking, reading, and writing. Students will learn greetings and introductions, descriptions of families and friends, and daily conversation. Students will have opportunities to compare the new language to their own and to observe the use of the language in communities beyond the classroom.

## **SPANISH II**

**Grade: 10 - 12**

**Prerequisite: C or better in Spanish I**

Spanish II continues to develop communication skills to the contexts of daily life, school, politics, professions, work practices, and community life. Authentic cultural documents (newspapers, magazines, film, and music) enrich the cultural component of this course. Upon completion of this course, students should have the necessary knowledge and skills to enroll in a second-semester university course.

## **SPANISH III**

**Grade: 11 - 12**

**Prerequisite: C or better in Spanish II**

Spanish III continues the development of vocabulary and grammar usage, enhances reading skills, as well as the appreciation of literature, history, geography, and fine arts. Students should begin to have conversational fluency with everyday events and topics. More advanced grammatical structures, and the refining of accent and idiom are continued from earlier levels. Literature and discussions having social, historical, political, and scientific importance are conducted in class. Writing and reading take on increasing importance in this course.

## **PHYSICAL EDUCATION**

Research studies indicate students benefit emotionally, as well as physically from movement and exercise. Exercise helps to reduce stress, maintain physical health, as well as provide a departure from the typical classroom. One year of physical education is required to fulfill graduation requirements.

## **PHYSICAL FITNESS**

**Grade: 9 - 12**

Students in this class will develop competency in many movement forms, apply movement concepts and principles to the learning and development of motor skills, exhibit knowledge and ability to participate in a physically active lifestyle, achieve and maintain a health-enhancing level of physical fitness, demonstrate responsible personal and social behavior in physical activity settings, demonstrate understanding and respect for differences among people in physical activity settings, and understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

## **DANCE**

**Grade: 9 - 12**

Any dance class taken at the high school level will fulfill the physical fitness requirement.

# High School Electives

## **ART**

Visual and graphic art has been a part of human culture and society since the first cave drawings and paintings. Art can help develop expression, perspective, point of view, as well as serve as a mode of communication.

### **ART I**

**Grade: 9 - 12**

**Fees: see schedule of fees**

The main objective of this course is to provide an introduction to the world of 2D and 3D design. Students will learn a visual vocabulary as they experiment with the principles and elements of art structure. Working in various types of media, they will expand their knowledge of the visual world around them.

### **ADVANCED ART**

**Grade: 9 - 12**

**Fees: see schedule of fees**

This course provides students an opportunity to expand their knowledge of visual communication. Projects will encourage students to develop their skills through the creative process and help them learn to critique their work as well as others. Laying the foundation for advanced art courses, students will focus on techniques as they study significant works of art and artistic movements that have shaped the art world.

### **ADVANCED STUDIO ART**

**Grade: 11 - 12**

**Prerequisite: successful completion of foundational art course and portfolio review**

**Fees: see schedule of fees**

This advanced studio course focuses on 2D design principles as students continue to develop their skills and techniques in drawing and painting. Students will be given thematic and subject assignments that challenge and prepare them for developing portfolios. Critique sessions will be held to encourage group discussions for their own personal feedback, as well as give students opportunities for their own personal feedback as well as provide opportunities to use the visual vocabulary to evaluate their own work and the work of others. This course is intended for highly motivated students who are seriously interested in the study and production of art.

## **CAREER/WORKPLACE READINESS**

A goal of the NM High School Redesign is to prepare students life after high school. Recognizing all students are different and plans vary widely, from enrolling in college or vocational school, to entering the military or the work force, PAPA will prepare for life after high school students by offering a variety of classes to fit individual needs.

## **FINANCIAL LITERACY**

**Grades: 11 - 12**

**Format: On-line via CNM, 1 semester, 1 credit**

Financial Literacy provides an understanding of the concepts and principles involved in managing one's personal finances. Topics may include, but are not limited to, saving and investing, banking/financial services, credit and debt, predatory lending practices, insurance, taxes and social security, spending patterns, setting goals and budget planning, contracts, mortgages and home ownership, rental agreements, planning for retirement, consumer protection and rights and responsibilities of buyers and sellers.

## **HEALTH**

**Grade: 9**

Health Education consists of planned learning experiences that will assist students in achieving desirable knowledge, attitudes, behaviors, and decision-making skills related to a healthy lifestyle. It is strongly recommended freshman enroll in one semester of Health Education.

## **MENTORSHIP**

**Grade: 11 - 12**

Many PAPA students have decided what profession they wish to enter after leaving high school or college. Before committing a great deal of time training in that field, student will receive credit for unpaid time job shadowing, working, or training for a particular career field. For example, if you dance at a studio outside of school, that can be counted as Mentorship. Or, if you are a gymnastics instructor, dance instructor, athletic coach, etc., those experiences can be considered for a mentorship. The only stipulation is that you spend a minimum of five (5) hours per week in the mentorship, be able to provide proof of attendance, hours, and have the approval of the Academic Dean prior to the beginning of the semester.

## **SENIOR SEMINAR**

**Grade: 12**

Senior Seminar is designed to help students prepare, plan, and execute college plans. Students will prepare for the ACT/SAT, complete college applications, and search for and complete scholarship applications. Throughout this process, students will learn how to evaluate colleges, compare and evaluate financial aid packages, develop a greater understanding of college life, and prepare for their transition from high school to college.

## **SERVICE LEARNING**

**Grade: 10 - 12**

Serve your community through volunteerism. Service Learning can take on a variety of forms: office aide, tutoring, community beautification, collecting and donating food, clothing, or goods for the needy, visiting and working with the elderly, or mentoring children. This class will provide you with the experience of working for the sake of improving the lives of others. Through this course, you will be exposed to a variety of community service projects, people, and life experiences. Some school based projects are also included.

## **WORK STUDY**

**Grade: 11 - 12**

**Prerequisite: be employed**

If you are gainfully employed, you can receive credit for working. It doesn't matter where you work; you just need to work five (5) or more hours per week. Work study credit requires you to submit an application, resume, and proof of work in the form of pay stubs.

## **YEARBOOK**

**Grades: 10 - 12**

Students will produce the official school yearbook. Yearbook students apply the skills in pre-planning, scheduling, copy writing, cropping, headline writing, layout, photography, art and graphics, theme selection, distribution, and business management to produce the school yearbook. Much of the work is done outside the class. **This Class may not be entered mid-year for the spring semester.**

## **DANCE**

Movement has always been one of the most important forms of human artistic expression. Ideas and emotions can be represented through dance and often cannot be shown any other way. Thus, dance is a powerful emotional and physical experience for performers, as well as audiences.

It is impractical to divide dance courses by middle and high school levels, because students display varying degrees of ability, experience, and talent in dance at PAPA. For this reason, dance classes are divided by levels I, II, and III, when schedules permit. Levels II and III require an audition for placement.

The dance department holds one dance concert per year and features all the students taking dance at PAPA.

Each dance class has a non-refundable course fee (see schedule of fees). Additionally, students will need to purchase appropriate clothing and supplies specific to each class. For performances, students are also responsible for costumes (or rental fees for costumes) - this generally ranges from \$10.00 to \$80.00. Occasional fundraisers will help to offset higher costume costs.

## **BALLET**

**Level I: No dance experience necessary**

**Level II and Level III: Placement by audition only**

There are three levels of Ballet at PAPA - beginning, intermediate, and advanced. Ballet technique (in a blended, American style) will be introduced and trained. Emphasis will be placed on postural alignment, balance, ballet vocabulary, execution of steps - rudimentary to advanced, and an understanding of musicality. Standard segments of barre and center will include exercises in adagio movement, pirouettes, petit allegro, and grand allegro. Daily class will emphasize an intelligent approach to this formal dance idiom; dancers will learn the components of ballet while becoming sensitive to how their bodies respond and adapt to the demands of the technique. Emphasis is placed on historical knowledge, anatomical knowledge, injury prevention, and injury management. Execution of dance technique with performance quality will be nurtured and coached daily.

## **CONTEMPORARY (Modern Dance)**

**Level I: No dance experience necessary**

**Level II and Level III: Placement by audition only**

All modern dance classes will explore correct alignment, coordination, and modern technique (various techniques and styles will be explored). Students will also study dance history, anatomy (using the FUNctional Anatomy for Dancers Syllabus), improvisation, and choreography. Class will often feature live accompaniment. Dance workshops and guest instructors will be featured occasionally.

Level I is designed for students new to dance, new to the technique, or have had minimal consistent formal study of ballet or modern technique.

Level II is designed for the student who has mastered basic modern technique, is ready to add to their movement vocabulary, and ready for greater physical challenges.

Level III is for the intermediate/advanced dance student strong in technique. Dancers will further expand their technique, add to their anatomy knowledge, and further their movement vocabulary. Level III dancers will be eligible to audition for Contemporary Dance Ensemble and will have more opportunities for performance and choreography.

## **FLAMENCO**

**Level I: No dance experience necessary**

**Level II: Placement by audition only**

This course is designed for students to discover the art of Flamenco. Students will explore the culture of Flamenco including: the improvisational structure of Tangos, palmas (hand clapping), escobillas (foot work patterns), bulerias, alegrias, tientos, castanets, sevillanas, discipline, and core awareness.

## **HIP HOP**

**Level I: No dance experience necessary**

**Level II and Level III: Placement by audition only**

The goal of this course is to expand awareness of the connection between body, mind, and spirit. The intent is also to improve self-esteem through positive thinking. Exercises will develop strength, stamina, balance, proper body alignment, and flexibility. There will be some class performances as well as time spent in class evaluating individual performances.

## **JAZZ DANCE**

**Level I: No dance experience necessary**

**Level II and Level III: Placement by audition only**

Students will explore several different styles within the genre of jazz dance. Dancers will develop technical skills, strength, flexibility and versatility. An emphasis will be placed on mastering performance skills, while learning a diverse range of choreography. Students will be given written assignments and tests on related topics such as dance history, dance and music vocabulary, anatomy, and wellness topics for dancers.

## **MUSIC**

We encourage all high school students to explore their interest in music. If a student has never played an instrument or sung before, this is the perfect opportunity to experience the music making process. The choirs may be required to travel for short educational tours.

**Choir Requirements:** students will spend one night at Hummingbird Music Camp, usually in the spring semester. The cost for camp is \$50. Each girl in choir will need black dress slacks or skirt with a black or white blouse and black close-toed shoes for performance. Boys will need black dress pants, black belt, white long sleeved dress shirt, black socks, and black dress shoes.

## **MIXED CHOIR**

**Grade: 9 - 12**

**Fee: see schedule of fees**

All students are welcome to experiment with their voices and learn the proper techniques of good singing. The choir gives two to three performances a year and also participates in auditions for All-State and solo ensemble festivals, and large group festival. Students will also learn basic music fundamentals in the class.

## **LES CHANTEUSE - (Women's Ensemble)**

**Grade: 8 - 12**

**Prerequisite: Audition only**

**Fee: see schedule of fees**

Students that pass the audition can plan on intense rehearsals with emphasis placed on musical artistry and a deeper understanding of musical concepts. Girls in this choir are expected to maintain a GPA of 2.0 or above to participate in festivals, tours, or competitions. It is highly recommended that girls take some private lessons during their time in choir. This choir will perform at least six times a year for concerts and other fund raising opportunities. This choir will tour at least every three years. They will also have a trip to Hummingbird Music Camp.

## **BEGINNING ORCHESTRA**

**Grade: 6 - 12**

**Fee: see schedule of fees**

This is a full-year course for students who wish to learn to play a string instrument (violin, viola, cello, or bass) for the first time. They will play as an ensemble in daily rehearsals and are required to perform at several public concerts during the year. All students are required to learn to read music during the course, but are not expected to be able to do so when the course begins. Students must supply their own instruments and method books as required by the instructor, though a few larger instruments (cello and bass) are available for a nominal yearly rental fee.

## **INTERMEDIATE/ADVANCED ORCHESTRA**

**Grade: 6 - 12**

**Fee: see schedule of fees**

**Prerequisite: Audition only**

This year-long course is for students in grades 6-12 who are experienced performers on a string instrument. They play as an ensemble in daily rehearsals and are required to perform at several public concerts and District VII festivals during the year. All students are required to be proficient sight-readers when they begin the course, and private lessons outside the school day are strongly encouraged. Students must supply their own instruments and method books as required by the instructor. Some cellos and basses are available for class rehearsals; however, students should have their own instruments at home for practice.

## **BEGINNING BAND**

**Grade: 6 - 12**

**Fees: Students must supply their own musical instruments and method books as required by the instructor.**

This is a course for students who are going to learn to play a wind or percussion instrument for the first time. They plan as an ensemble in daily rehearsals and are required to perform at several public concerts during the year. All students are required to learn to read music during the course, but are not expected to be able to do so when the course begins.

## **INTERMEDIATE/ADVANCED BAND**

**Grade: 6 - 12**

**Prerequisite: Audition only**

**Fees: Students must supply their own musical instruments and method books as required by the instructor.**

This is a course for students who are experienced performers on a wind or percussion instrument. They play as an ensemble in daily rehearsals and are required to perform at several public concerts during the year. All students are required to be proficient sight-readers when they begin the course.

## **GUITAR**

**Grade: 6 - 12**

**Level I: No prior experience necessary**

**Level II/III: Placement by audition only**

**Fees: see schedule of fees**

Students begin learning technical skills through a variety of different styles of music and are introduced to standard music notation and guitar tablature. As students progress through the sequence of guitar courses, they develop a greater understanding of guitar tablature in addition to left and right hand classical guitar technique, as well as refine style and artistry.

## **MUSIC THEORY**

**Grade: 9 - 12**

**Prerequisite: Concurrent enrollment in a music performance class**

This year-long course is for all musically focused students who want to increase their awareness of higher level musical concepts and apply them to their other music performance classes. Sight singing, melodic and rhythmic dictation, and compositional analysis are a daily part of this class. Students will also explore music history and in-depth music research. Computer composition with the Sibelius Software will be introduced.

## **PIANO**

Piano is on hiatus until we move into a new facility.

## **THEATER ARTS**

Theater has played a large role in human communication. Many cultures and societies enjoy a rich oral tradition where theater has served as a conduit for communicating heroic feats, shared joys and sorrows, and commenting on current society. Theater is more than a metaphor for life; it is a lens to help us focus on the human experience.

## **ACTING/DIRECTING**

**Grade: 9 - 12**

**Fee: see schedule of fees**

This course is designed to teach young actors the basic elements of theater including stage presence, improvisation, theater games, script writing, scene presentations and more. This is a year-long course, including one student production during the spring semester.

## **THEATER PRODUCTION**

**Grade: 9 - 12**

**Prerequisite: Acting/Directing or permission of instructor**

**Fee: see schedule of fees**

The high school production class is the theater performing arts class. Students in this class will be representing the PAPA theater department in an average of five school productions each year. This class is for serious theater students.

## **STAGECRAFT**

**Grade: 9 - 12**

**Fee: see schedule of fees**

Designed to teach students the behind the scene elements of theatrical production, including set design and execution, lighting design and execution, costume design and construction, and make-up design.

## **TV/FILM**

**Grade: 9 - 12**

**Fees: see schedule of fees**

Students create short visual pieces using a myriad of film techniques and genres. They learn the basics of film acting, production, and working in a crew. Students will also learn to use a variety of computer-based film and music programs, such as screenwriting in Final Draft, green screen, editing in imovie and Final Cut Express, flash animation, and Garage Band music development.

# **SPECIAL SERVICES DEPARTMENT**

PAPA's Special Services department is dedicated to providing students support in the inclusive setting. However, we also recognize the classroom support is often not enough. Due to their learning disabilities, special needs students may be several grade levels behind their classmates in key academic areas. These classes are intended to help the special needs student develop the academic skills necessary for success in the general education classroom.

The needs of gifted students are met through case management by a teacher trained in gifted education, acceleration, enrichment through the arts, on-line AP courses, and dual enrollment at CNM or UNM.

## **ENGLISH 9/10**

**Grade: 9 & 10**

**Prerequisite: IEP, AIP, or SAT recommendation**

Designed for students who require reading and writing differentiation for academic success, this course will focus on reading literature for comprehension, analysis, and understanding the nuances of written language. Students will develop skills in sentence structure, syntax, organization, and paragraph development.

## **ENGLISH 11/12**

**Grade: 11 & 12**

**Prerequisite: IEP, AIP, or SAT recommendation**

Designed for students who require reading and writing differentiation for academic success, this course will focus on analyzing literature for literal and figurative language, identifying major themes, motifs, and symbols, as well as an examination of rhetorical strategies. Students will master expository, persuasive, and narrative essay writing, as well as develop skill in research writing.

## **LEARNING STRATEGIES**

**Grade: 9 - 12**

**Prerequisite: IEP, AIP, or SAT recommendation**

Designed for students who struggle with organizational skills, assignment completion, prioritizing, managing time, or developing study skills. This class will provide direct instruction on skill development by using students' actual assignments, projects, and tests from other classes as material to organize, prioritize, and study.

## **MIDDLE SCHOOL SCIENCE**

**Grade: 6 - 8**

**Prerequisite: IEP, AIP, or SAT recommendation**

This small group class will focus on the areas of life, earth, and physical science using a hands-on approach. Using an integrated science approach, this class will demonstrate how scientific methods and principles are used on a daily basis.

**MIDDLE SCHOOL MATH****Grade: 6 - 8****Prerequisite: IEP, AIP, or SAT recommendation**

This small group class will focus on the fundamentals of middle school mathematics: manipulation of fractions, decimals, measurement, conversions, positive and negative numbers, properties of numbers, and solving single variable equations.

**READING****Grade: 6 - 8****Prerequisite: IEP, AIP, or SAT recommendation**

Designed for students who are several grade levels behind in reading comprehension and fluency, this class provides direct instruction to develop reading skills. A variety of reading strategies will be used including: Skip and Drill, Morphographic Spelling, Wilson Reading, and Reading Naturally.

**TUTORIAL (English, Math, Science, Social Studies)****Grade: 6 - 12****Prerequisite: IEP, AIP, or SAT recommendation**

Tutorial is for students who struggle in any academic area. Clustered by grades and academic subjects, students will receive additional assistance from teachers to help them relearn, understand, and practice skills taught in the general classroom.

# Honors English Summer Reading

Read three of the books listed below for the class you will be in next year. Select one of the books and write an essay using the prompt below. For the other two books, you may elect two of the assignment options on the list on page 38.

## Honors English 10

- The Life of Pi, Yann Martel
- Brave New World, Aldous Huxley
- Year of Wonders, Geraldine Brooks
- The Alchemist, Paulo Coelho
- The Good Earth, Pearl S. Buck
- Ethan Frome, Edith Wharton

Choose one of the major characters from your selection and demonstrate how the author characterizes this individual through the use of rhetorical strategies. Be sure to use evidence to support your writing.

## Honors English 11

- The Things They Carried, Tim O'Brien
- The Great Gatsby, F. Scott Fitzgerald
- Bel Canto, Ann Patchett
- Huck Finn, Mark Twain
- East of Eden, John Steinbeck
- Heart of Darkness, Joseph Conrad

Plot development includes elements such as exposition, rising action, climax, falling action, and denouement. Use examples of dialogue, narration, or rhetorical strategies to demonstrate the plot arc.

## Honors English 12

- Into the Wild, Jon Krakauer
- Pillars of the Earth, Ken Follett
- The French Lieutenant's Woman, John Fowles
- Jane Eyre, Charlotte Bronte
- Atlas Shrugged, Ayn Rand
- The Book of Lost Things, John Connolly

Select one character that has a mix of negative and positive qualities. Describe how the author uses diction, metaphor, and symbolism to demonstrate the mix of qualities. Use evidence to support your conclusions.

# Honors English

## Book Assignment Options

Your summer reading assignment is to read three books from the list of the class you will be entering in the fall. Select one book and write an essay in response to the prompt below the reading list. For the remaining two books, select two assignment options, one per book. Written assignments must be typed. There is no definite page or word length requirement; however, most responses will require two to three pages to demonstrate adequate analysis and understanding of the prompt. The summer reading assignments will be due during the first week of class.

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Imagine that you are a character in the book and write a diary entry about your experiences, thoughts, and feelings. Incorporate plot points and excerpts from the dialogue or text to provide context and a point of reference.

Imagine that you are the author of the book and describe what happened to one of the characters years before or years after the time of the book. Incorporate plot points and excerpts from the dialogue or text to provide context and a point of reference.

Write a short composition on one of the themes for the book. For example, if one of the themes is love, you might write a composition about how love promotes the plot, character development, and conflict. Use specific examples from the book.

Write a poem, song, or story about a theme, symbol, metaphor, or motif of the book. Provide a brief analytical explanation of how your poem, song, or story illustrates your selected rhetorical element.

Create a book jacket based on the book. Your jacket should include a front cover graphic, front flap with enough information to entice someone to purchase the book, the back cover with review, and back flap with author biography.

Create a video interview (think “Actor’s Studio” with James Lipton) with one of the characters from the story. The interviewer should ask questions about the story, the character’s reaction or emotional response to other characters or plot points, etc. The character should respond in the character’s persona and voice.

Create a mix CD and liner notes for the book. What 10 to 14 songs best illustrate the characters, plot, themes, conflicts, or emotional symbolism of the book? List the songs and artists who recorded the songs, include excerpts of the lyrics to illustrate your assertion, and design the CD cover.

Select a key scene from the book. Create a dramatization of the key scene set in a different time period or genre. You may create a video or be prepared to perform in front of the class. Costumes are essential but scenery is optional.

Design a final examination for your book. The exam must contain 5-10 T/F, 10 multiple choice, 5 short answer, and 1 essay. Supply a completed answer sheet.

## Schedule of Course Fees 2010 – 2011

Course	Fee
Acting Directing Activity	\$20
Art Activity	\$35
Band, Beginning Activity	\$50
Band, Intermediate & Advanced Activity	\$75
Choir, Les Chanteuse Activity	\$75
Choir, Middle School Activity	\$75
Choir, Mixed Activity	\$75
Dance Activity Fee (+ additional costume fees TBD)	\$10
Honors English 10, 11, & 12 Activity	\$30
Orchestra, Beginning Activity	\$20
Orchestra, Intermediate & Advanced Activity	\$40
Science Activity	\$10
Senior Seminar Activity	\$10
Stagecraft Activity	\$20
Theater Production Activity	\$20
TV/Film Activity	\$25
General Student Activity	\$35
<p>Students who qualify for Free Lunch pay only the General Student Activity Fee.            Students who qualify for Reduced Lunch pay the General Student Activity Fee + 50% of remaining fees.</p>	