

Course Catalogue and Guide 2019-2020

A3's guide to our high school, college, and career planning



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Table of Contents

Introduction and Overview

Using this Guide

Earning Your Diploma

A3's Graduation Requirements by Subject and Grade Level (Table)

Assessment

Planning for College/Career

College Now

Career Technical Education (CTE) for the Arts at A3

Forecasting

College Preparatory/Career Preparatory Checklists, By-Grade

Majors and Content Area Offerings

Glossary of Terms

Explore Design Create Refine Own

Introduction and Overview

This document exists to help you gain information regarding the course offerings at A3. It contains essential information about the description, sequence, and grade level of each course at A3. It is intended to help guide potential families/students, as well as current families/students with their plans and course selections.

A3 is different from what you might be accustomed to in school. We focus on knowledge, skills, and personal responsibility. A3 strives to produce students who can engage the world and effect change. To achieve these goals, we craft challenging, real world projects designed to develop and sharpen your skills. Further, we design our program to make you responsible for your own success.

As an A3 student, you are team taught by licensed and certified academic instructors who work along with or also are licensed and certified STEM and arts teachers. We try to tailor our teaching efforts to meet your specific needs. A3 teachers meet often to discuss student progress. Working together, we improve the quality of your education.

At the center of the A3 program is a series of projects that students work on in teams in a class called Humanquiries. Humanquiries is a project-based block of classes that integrates the sciences, social studies, and language arts. The course is required for all A3 students, each semester of all four years.

Projects in Humanquiries and other classes are designed to teach you the skills that will serve you after your high school days are over. You will learn how to gather and sort information, to think critically, to speak publicly, to organize people and events, to write effectively, to communicate visually and dramatically. You will learn to take risks, to test new ideas, to overcome your fears. You will never have worked harder in your school life - and you will have fun doing it.

Another important aspect of A3 is your development as an active participant in your own education. You will have new responsibilities that previous teachers may have handled for you. You will have to negotiate your work schedule, choose how to divide up tasks in a project, and decide when to meet with other students. Your A3 teachers will be there to give you successful strategies and structures for all these decisions and responsibilities.

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In the spring of each year, if you are a current 9th-11th grade student, you will forecast for your classes for the upcoming school year with the assistance of your Writing Group/Advisory teacher, your parent(s)/guardian(s), and/or the school's guidance counselor. If you are an incoming 9th grader, you and your parent(s)/guardian(s) are invited to attend an event which is designed to register and forecast for the fall classes.

You, along with all other students at A3, take core Humanities, Math, and Science courses. As a 9th or 10th grader, you are automatically enrolled in these courses designed for the "ones;" as an 11th or 12th grader, you are enrolled in courses designed for the "twos."

At the same time, you will build up a foundation of skills in STEM and/or arts electives. During your Junior and Senior years, you will be expected to take advantage of and seek out experiences to broaden and deepen your interests or craft. Your final year at A3 should end strong. As a culminating experience of your high school education, you will, of course, be expected to finish strong academically, in addition to pursuing your STEM or arts focus at greater depth.

This pursuit is often connected to a required Senior Project. This project will act as a "capstone" that is tied to your major or your focused course of study. All capstone projects must have some form of public demonstration, either as a recital, curated display, or a performance, depending on the form the project takes. You will work with a mentor and your Writing Group teacher to formulate and realize a capstone event that are a required for graduation. Your project will require work outside of school hours.

We hope you find this information helpful in planning your course choices at A3. Please be advised that the information in this guide is subject to change. If you have questions or concerns, please contact the counselor or administrator. The contact information of each may be found on the A3 website.

Using this Guide

Study this guide carefully.

While making course selections, students and parents should keep in mind the following:

Courses are divided into two types:

Required Core

Required core courses are those that a student must pass to satisfy State of Oregon and Springfield Public Schools School District requirements.

Required Electives (Other Subject)

Required elective courses are designed to build skills in areas of study that meet the student's needs for career and college readiness, as well as the pursuit of individual interests.

All courses being offered are dependent on enrollment and budget. Courses are on a rotation and not all the classes listed are offered each year. If an insufficient number of students request a course or funding for staffing is not sufficient, certain courses may not be offered.

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Earning Your Diploma

The Academy of Arts and Academics and Springfield Public Schools believes that student success is our most important outcome. We are committed to upholding the dream of opportunity for each of Springfield's children, and we stand behind our vision of "Every Student a Graduate Prepared for a Bright and Successful Future." In 2007, the State Board of Education adopted new Oregon high school diploma requirements. These new requirements were designed to ensure that all students have the skills necessary for success in the 21st century.

Credit Requirements (24 total)

- English: 4 credits
- Math: 3 credits (at the Algebra 1 level and higher)
- Science: 3 credits (scientific inquiry, 2 with lab experiences)
- Social Science: 3 credits
- Health: 1 credit
- PE: 1 credit
- Second Language/Art/Career & Technical Education: 3 credits
- Electives: 6 credits

Credit for Proficiency

All students will have the option to earn credit for demonstrating proficiency. This means that a student is given credit for successful demonstration of knowledge and skills that meets or exceeds defined levels of performance.

- Students may demonstrate proficiency through classroom work, through documentation of learning experiences outside of school, or through a combination of these means.
- The State Board adopted revised OAR 581-022-1131 Credit Options in April 2009.
- For more information about options for earning proficiency credits, please refer to your student's high school academic counselor.

Essential Skills

Beginning in 2012, the state began phasing in requirements for students to demonstrate that they are proficient in certain "essential skills" – skills that are deemed critical for future success – before they are awarded the diploma. These skills are:

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- The ability to read and comprehend a variety of texts
- The ability to write clearly and accurately
- The ability to apply mathematics in a variety of settings

Personalized Learning Requirements

Personalized learning, learning beyond the classroom, and connections to the adult world are critical for preparing each student, whatever path they take after graduation. The Personal Learning Requirements help personalize the diploma for each student and help students plan for their post-high school goals. Oregon requires students complete personalized learning activities as part of the graduation requirements.

Additional Information about the Traditional Diploma

A student will be awarded a Springfield Public Schools diploma if:

- they meet the academic content and credit standards
- they complete the personalized learning requirements, and
- they demonstrate proficiency in Essential Skills, as required by the Oregon Department of Education and adopted by the Springfield Public Schools School Board.

Students are accountable for the graduation requirements that apply to the year they first entered 9th grade, regardless of whether graduating early or taking longer than 4 years to graduate.

Other Diploma Options

Some students will be eligible for other diploma options. The eligibility criteria for alternative diploma and certificate options are set by state law. Students who are eligible and their parent(s)/guardian(s) will be informed by school staff as part of the student's individual planning process.

Academic Help/Support

If a student is struggling in a class there are several options to obtain help.

1. Ask your teacher for help. Most teachers are available before and after school and by appointment. Your teacher is going to be able to help you, and they know the curriculum.

2. Use your peer partners or groups members. Often students are working on projects together. Use them.
3. Ask your advisory for help. Students see their advisors nearly everyday, they are there to help.
4. Use Synergy as a resource. Assignments are often attached and class notes/directions can be found in Synergy.
5. Math tutoring after school
6. Use a planner and form a study group

Conferences

Student-Led Conferences happen in October. Each student is responsible for arranging a conference with teachers and parents to discuss their learning and the progress through the EDCRO system.

Mid-Year Reviews happen in March. Each student is responsible to provide specific evidence of their learning through the EDCRO process.

End-of-the-Year Reviews are scheduled for June. Each freshman student is responsible for arranging a conference with teachers and parents to discuss their learning and the progress through the EDCRO system. Sophomores and juniors present not only academic, but also artistic progress in front of a panel of specifically chosen art professionals. And Seniors present to their peers, parents, and teachers.

A3's Graduation Requirements by Subject and Grade Level

Subject	Abbreviation	Credit	Grade
English or Language Arts	LA	4.0	9-12
Math (at alg or above)	MA	3.0	9-11
Science (scientific inquiry, 2 with lab)	SC	3.0	9-12
Social Studies Global Studies	GS	1.0	9-10
Social Studies US History	US	1.0	9-10
Social Studies Government	GV	.50	11-12
Social Studies Economics	EC	.50	11-12
Health	HE	1.0	9
Physical Education	PE	1.0	10
Second Language/Art/Career & Technical Education	AFF	3.0	9-12
Electives	OT	6.0	9-12
Personalized Learning	Meets	Sr Project and Sr Review	12
Math Essential Skills	Meets	ACT, PSAT, SBAC, other	11
Reading Essential Skills	Meets	ACT, PSAT, SBAC, other	11
Writing Essential Skills	Meets	ACT,SBAC, other	11

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Assessment

The Academy of Arts and Academics' assessment and graduation process prepares students to do the work required in college and the workplace. Students graduate by successfully demonstrating their proficiency through portfolios, exhibitions, and performances. A3 also has made a commitment to communicating with parent(s)/guardians(s) about student progress. Parent(s)/guardians(s) will receive assessment information several times during the school year. Parent(s)/guardians(s) are encouraged to contact a student's Writing Group teacher for additional information.

Earning Credits

Students at The Academy of Arts and Academics earn credits in designated curriculum areas based upon the successful completion of a course of study. Credits will be awarded based on the depth and breadth of the state content and skills standards addressed in the curriculum area during a term of study.

Proficiency

Performance at A3 will be assessed with respect to a proficiency system. Students will be expected to continue to work at improving any area until proficiency is achieved. Typically, proficiency is translated to student transcripts in the following manner:

Exceeds: Num. Score = 4, Grade = A

Proficient: Num. Score = 3, Grade = B

Approaching: Num. Score = 2, Grade = C or Pass

Not yet: Num. Score = 1, Grade = No Pass, Credit may be denied

The Graduation requirements at A3 are designed around the standards for acceptance at an Oregon University (typically UO). A3 offers many opportunities to support those students who are struggling with their course work—both in academics and in STEM/arts electives. For those students that require it, additional time will be dedicated for academic support in the afternoon. If a student fails to pass a graduation requirement with a C- or better, the course may need to be repeated.

Planning for College/Career

Admission to Oregon Public Universities

Eastern Oregon University, Oregon Institute of Technology,
Oregon State University, Portland State University, Southern Oregon University,
University of Oregon, Western Oregon University

High School GPA Requirements for OUS College Admissions

EOU	OIT	OSU	PSU	SOU	UO	WOU
2.75	3.0	3.0	3.0	3.0	3.0	3.0

Admission Requirements

All universities conduct more comprehensive reviews of applicants who do not meet the minimum required GPA for admission. Most schools require at minimum: 15 core academic units (16 or more core units are recommended) and completion of the SAT or ACT tests (minimum test scores are not set, but test results must be submitted and may be used during additional campus review processes and may impact scholarships). Universities also require a standardized writing exam, which can be met through the writing portion of the SAT or ACT tests. The ACT is offered to our current juniors in early spring; there is no make up day.

Core Subject Requirements

High school graduates need to satisfactorily complete at least 15 units of college preparatory high school classes (with one unit defined as the equivalent of one year or one credit). This must include 4 units of English, 3 units of Mathematics, 3 units of Science, 3 units of Social Studies, and 2 units of a World Language, with a grade of C- or above or demonstrated proficiency. Pass/No Pass grades and "D" grades in core subjects are not accepted for any of these subjects.

FuelEd online classes at A3 may/may not meet the university requirements in core subject areas.

Be sure to check the particular admissions requirements of any university or college (private or public) to which you are interested in applying. Note that many colleges require additional units in particular subject areas and some require additional credits in Fine Arts. Naviance is a great tool to help research college entrance requirements.

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College Credit Opportunities

College Now classes are offered at A3. College Now classes are classes taught by A3 teachers and students can earn both high school and college credit.

DUCKLINK is a program through the University of Oregon available to juniors and/or seniors who have taken every class available to them at A3 in one subject area and would like to continue learning in that subject area. Students may contact your counselor to discuss options, registration, process and timelines. Applications are due 8 weeks prior to the quarter.

Lane Community College classes may be taken by juniors and/or seniors who have taken every class available to them at A3 in one subject area and would like to continue learning in that subject area. Students may contact your counselor to discuss options, registration, process and timelines. Applications are due 8 weeks prior to the quarter.

College Prep Information

Planning for college should begin as soon as possible. A3 has a counselor to help navigate the process. A variety of opportunities will be offered to all A3 students, including Financial Aid Night, college info sessions around our community, and college field trips.

Naviance

Naviance is an online website that provides comprehensive information that students can access to learn about careers, colleges, scholarships, and four-year course planning. Students can access their Naviance account anytime from home or school. During the school year college representatives will visit with interested students.

Writing Group/Advisory

This is a class that every student attends all 4 years while at A3. Students will meet with their Writing Group/Advisory teacher and a parent(s)/guardian(s) three times a year to review their portfolio, their transcript, and their plans for the future.

PSAT

PSAT testing is offered to all sophomores and juniors for free in early October. The PSAT is offered during the school day. In addition to providing opportunities to measure performance on a national scale and providing practice in testing formats employed on the SAT college admission test, the PSAT is also utilized to qualify students for the National Merit Scholarship competitions. Further, students can meet essential skills in Reading and Math if they meet the cut score. There is no make-up day; you must be on time to school on the test day.

Other Standardized Tests

While not the primary means of assessment at A3, standardized tests are one way to measure student achievement. All students will take the Oregon Assessment Tests. Standardized testing is part of the college application process. Most colleges, universities, and scholarship programs require one of two standardized tests: the SAT (Scholastic Aptitude Test) or the ACT (American College Test). Accordingly, students at A3 will learn strategies for taking standardized tests as part of their academic preparation.

ACT testing is offered to all juniors for free in February. The ACT is a college admission test, offered during the school day. In addition to providing opportunities to measure performance on a national scale students can meet essential skills in Reading, Writing and Math if they meet the cut score. There is no make-up day; you must be on time to school on the test day.

Academics while in high school are one of the best predictors of success in college, but admissions officers are taking a closer look at the rigor of academic preparation and the kind of courses a student takes. Please note, the Oregon University System schools will not accept “D” or “P” grades in college prep core courses. Extra-curricular activities will still be very important on a student’s record.

Scholarship/Financial Aid/Application Sites

osac.state.or.us

getcollegefunds.org

chegg.com/scholarships

oregonstudentaid.gov/default.aspx

fastweb.com

fafsa.gov

fafsa4caster.ed.gov

commonapp.org

collegeboard.com

Act.org

College Now Courses

College Now classes are offered at A3. College Now classes are classes taught by A3 teachers and students can earn high school and college credit. This is a decision to make during forecasting. Taking college now classes while in high school can save time and money.

Course	H.S. Credit	LCC Class	LCC Credit
Math 95	.50	MTH 95	5 credits
Math 97	.50	MTH 97	4 credits
Math 111	.50	MTH 111	5 credits
ENG 104	.50	ENG 104	4 credits
ENG 105	.50	ENG 105	4 credits
ENG 106	.50	ENG 106	4 credits
WR 115	.50	WR 115	4 credits
Art History 218	.50	Art History 218	3 credits
Art History 204	.50	Art History 204	3 credits
Art History 205	.50	Art History 205	3 credits
Art History 206	.50	Art History 206	3 credits
Internship/Portfolio	.50	GWE 180	1-3 credits
Computer Science 160	.50	CS 160	4 credits
CIS 101 Computer Fundamentals	.50	CIS 101	4 credits
CIS125G Game Dvlpmt	.50	CIS 125G	4 credits
CIS125M Software Tools	.50	CIS 125M	4 credits
CIS140U Intro Unix/Linux	.50	CIS 140U	4 credits
Theater Arts 272	.50	TA 272	4 credits
Theater Arts 150	.50	TA 150	4 credits

Students may receive credit on their A3 transcript as well as on their community college transcript.

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Career Technical Education (CTE) for the Arts at A3

In 2019-20 A3 will implement two CTE pathways focused on fine and performing arts: The Visual and Media Arts Pathway and The Performing Arts Pathway. These pathways prepare students for careers in the arts with emphasis on college and career skills such as technology, collaboration and communication. The Visual and Media Arts Pathway includes drawing, painting, photography, digital arts and design. The Performing Arts Pathway includes music, composition, acting, directing and stagecraft.

What is CTE?

CTE stands for Career Technical Education. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. In total, about 12.5 million high school and college students are enrolled in CTE across the nation.

What is a CTE Program of Study (POS)

A CTE Program of Study is a sequence of classes that focus on preparing students for a future in a designated career area. CTE programs offer general career skills that help students succeed in any field they pursue.

Why should I take CTE classes?

CTE programs are endorsed by the state and nationally recognized by colleges and career industries. Participating in CTE is a great way to explore career interests while strengthening academic and technical skills through relevant projects.

How do CTE Programs relate to Majors at A3?

Starting in 2019-20, CTE programs will be offered in addition to A3 arts majors. Visual and Media Arts majors and Performing Arts majors will have the option to join a CTE program of study as part of their major. Some majors may require students to complete the CTE program in order to earn honors in their major. Not all Visual and Media Arts and Performing Arts classes will offer CTE credit.

How many CTE classes do I have to take in order to complete a CTE POS?

Students must take 2.0 credits of CTE classes in a designated CTE Program of Study in order to be complete the CTE program. CTE courses are 0.5 credits each.

What is required to complete a CTE Program of Study?

Each CTE Program of Study has required courses. For example, students who wish to complete the Visual and Media Arts CTE POS must take a CTE Design Basics course. CTE students will also be expected to participate in an arts-based internship. Starting in 2021, CTE students will also take a final assessment in the form of a performance or portfolio review.

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CTE PROGRAMS AT A3 2019-2020

CTE students may take courses from more than one *focus area* to complete a CTE Program of Study. However, they may not combine CTE courses from different Programs of Study.

VISUAL AND MEDIA ARTS PROGRAM OF STUDY:

FOCUS AREA	Beginning (9 th -11 th)	Intermediate (10 th -12 th)	Advanced (11 th -12 th)
VISUAL ARTS	CTE Design Basics (required) CTE Drawing	Color and Paint Basics Advanced Studio	Internship 1: Portfolio (required) J-term: Internship Program(required)
MEDIA ARTS	CTE Design Basics (required) MultiMedia Applications	Digital Photography Beginning Video Production	Internship 1: Portfolio (required) J-term: Internship Program(required)
DESIGN	CTE Design Basics (required) Drawing Basics	Art (Textile Arts) Costume Production	Internship 1: Portfolio (required) J-term: Internship Program(required)

PERFORMING ARTS PROGRAM OF STUDY:

FOCUS AREA	Beginning (9 th -11 th)	Intermediate (10 th -12 th)	Advanced (11 th -12 th)
MUSIC	Beginning Music Composition Keyboard Skills	Vocal Ensemble Advanced Music Composition Advanced Instrumental Ensemble Music Theory	Internship 1: Portfolio (required) J-term: Internship Program(required)
THEATER	Introduction to Theater (required) Technical Production	Stagecraft Drama and Playwriting Costume Production	Internship 1: Portfolio (required) J-term: Internship Program(required)

More questions? Email Ariana at ariana.schwartz@springfield.k12.or.us

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Forecasting Information

Scheduling students to meet the graduation requirements in 4 years is a huge puzzle for each student who enters A3. We take this very seriously and want to ensure families and student do too. Students are encouraged to be mindful of the choices they are making and seek guidance as needed. Students will select their courses for the next school year in the spring with the help of teachers, advisors, and parent/guardians.

Once this information is collected, decisions are made on how many sections are needed. Once student requests are made, changes will only be made to student's schedule if they have extenuating circumstances. Students should receive information in the Fall containing details about their schedule and registration for the new school year. Students will receive their schedules at Registration.

All students should receive guidance from their Writing Group/Advisory teacher and their parent(s)/guardian(s).

Scheduling Corrections

Once forecasted courses are submitted by the student, classes may not be changed unless:

- There was a scheduling error on our part (academic misplacement)
- A graduation requirement is needed
- A documented health issue (physician statement required) stating limitations

Freshman Forecasting Worksheet

Graduation Requirements	Credits	Courses
Language Arts (LA)	1.0	Humaniqueries/J & May term
Social Studies (GS or US)	1.0	Humaniqueries
Science- Biology (SC)	.50	Humaniqueries
Math (MA)	1.0	Integrated Math I
Health (HE)	1.0	Health
Advisory (OT)	.50	Advisory AKA Writing Group
Electives	2.25	
Total Possible Credits	7.25	

Humaniqueries is an integrated 2 block class that offers .50 LA, .50 SC & 1.0 SS

Sample Schedule for a Freshman/9th Grader

	Semester 1	J-term	Semester 2	May Term
Block 1	Elective	Example of a Class offered Voices of the 60's (.25 LA .50 OT)	Elective	Example of a Class offered Project Honey Badger (.25 LA .50 OT)
Block 2	Humaniqueries		Math	
Block 3	Humaniqueries		Health	
Block 4	Writing Group		Writing Group	
Block 5	Math		Humaniqueries	
Block 6	Health		Humaniqueries	
Block 7	Elective		Elective	

All freshman will have full schedules

Freshman may not be TA's

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Sophomore Forecasting Worksheet

Graduation Requirements	Credits	Courses
Language Arts (LA)	1.0	Humaniqueries/J & May term
Social Studies (GS or US)	1.0	Humaniqueries
Science- Biology (SC)	.50	Humaniqueries
Math (MA)	1.0	Integrated Math I
Physical Education (PE)	1.0	P.E.
Advisory (OT)	.50	Advisory AKA Writing Group
Electives	2.25	
Total Possible Credits	7.25	

Humaniqueries is an integrated 2 block class that offers .50 LA, .50 SC & 1.0 SS

Sample Schedule for a Sophomore/10th Grade

	Semester 1	J-term	Semester 2	May Term
Block 1	Elective	Example of a Class offered Film Studies (.25 LA .50 OT)	Elective	Example of a Class offered Rock Climbing (.25 LA .50 OT)
Block 2	Humaniqueries		Math	
Block 3	Humaniqueries		Health	
Block 4	Writing Group		Writing Group	
Block 5	Math		Humaniqueries	
Block 6	Health		Humaniqueries	
Block 7	Elective		Elective	

All sophomes will have full schedules

Sophomores may not be TA's

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Junior Forecasting Worksheet

Graduation Requirements	Credits	Courses
Language Arts (LA)	1.0	Humaniqueries/J & May term
Social Studies (GV or EC)	.50	Humaniqueries
Science (Physics or Chem) (SC)	1.0	Humaniqueries
Math (MA)	1.0	CS Math, Apld or Math 95
Advisory (OT)	.50	Advisory AKA Writing Group
Electives	3.25	
Total Possible Credits	7.25	

Humaniqueries is an integrated 2 block class that offers .50 LA, 1.0 SC & .5 SS

Sample Schedule for a Junior/11th Grade

	Semester 1	J-term	Semester 2	May Term
Block 1	Elective	Example of a Class offered Internship (.25 LA .50 OT)	Elective	Example of a Class offered The Recipe for Life (.25 LA .50 OT)
Block 2	Humaniqueries		Math	
Block 3	Humaniqueries		Elective	
Block 4	Writing Group		Writing Group	
Block 5	Math		Humaniqueries	
Block 6	Elective		Humaniqueries	
Block 7	Elective		Elective	

All Juniors will have full schedules.

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Senior Forecasting Worksheet

Graduation Requirements	Credits	Courses
Language Arts (LA)	1.0	Humaniqueries/J & May term
Social Studies (GV or EC)	.50	Humaniqueries
Science (Physics or Chem) (SC)	1.0	Humaniqueries
Math (MA)	1.0	CS Math, Apld or Math 95
Advisory (OT)	.50	Advisory AKA Writing Group
Electives	3.25	
Total Possible Credits	7.25	

Humaniqueries is an integrated 2 block class that offers .50 LA, 1.0 SC & .5 SS

Sample Schedule for a Senior/12th Grade

	Semester 1	J-term	Semester 2	May Term
Block 1	Elective	Example of a Class offered Spies Like Us (.25 LA .50 OT)	Elective	Example of a Class offered Internship (.25 LA .50 OT)
Block 2	Humaniqueries		Math	
Block 3	Humaniqueries		Elective	
Block 4	Writing Group		Writing Group	
Block 5	Math		Humaniqueries	
Block 6	Elective		Humaniqueries	
Block 7	Elective		Elective	

If your schedule allows and you have meet all graduation requirements, seniors may have block 1 and/or 7 off campus. Off campus means you are off campus, you do not have a class, you are not on campus, you are at work or in a college class or at an internship.

Explore Design Create Refine Own

College Preparatory/Career Preparatory Checklists, By-Grade

8th grade year Forecast for classes to **Explore** areas related to educational and career interests

9th Grade College Preparatory Checklist

October

Ask counselor or writing group teacher for advice and guidance

November

Schedule and present your Student Led Conference

February

Explore and research colleges and careers via Naviance

March

Schedule and present your Mid-Year Review

Review your transcript and make sure you pass your classes so you are on track to graduate

Review graduation and post-secondary requirements

April

Attend college visits and tours

May

Forecast for classes offered in 10th grade to **Design** your plan for college/university entrance requirements

June

Schedule and present your End of the Year Review

10th Grade Preparatory Checklist

October

Take the PSAT

Ask counselor or writing group teacher for advice and guidance

Attend college visits and tours

November

Schedule and present your Student Led Conference

Review your transcript and make sure you pass your classes so you are on track to graduate - make revisions if needed for graduation

February

Explore and research colleges and careers via Naviance

Prepare a Resume

Update Common Application

March

Schedule and present your Mid-Year Review

Review your transcript and make sure you pass your classes so you are on track to graduate

Review graduation and post-secondary requirements

April

Attend college visits and tours

May

Forecast for classes offered in 11th grade to **Create** your plan for college/university entrance requirements

Submit Internship Application

June

Schedule and present your End of the Year Review to declare your Major

11th Grade Preparatory Checklist

October

Ask counselor or writing group teacher for advice and guidance
Take the PSAT
Start your OSAC personal statement and activities chart
Start your college essays

November

Schedule and present your Student Led Conference
Review your transcript and make sure you pass your classes so you are on track to graduate - make revisions if needed for graduation
Ask counselor or writing group teacher for advice and guidance

February

Explore and research colleges and careers via Naviance
Complete the FAFSA forecaster at fafsa4caster.ed.gov
Take the ACT

March

Schedule and present your Mid-Year Review
Submit Senior Project Proposal to your Writing Group teacher and parents at the Mid-Year Review
Review graduation and post-secondary requirements - check specific entrance requirements for college/university of interest

April

Attend college fairs, preview days, college visits, and tours
Meet required proficiencies for essential skills via Smarter Balanced or other approved options

May

Forecast for classes offered in 12th grade; **Own** your plan for college/university entrance requirements - select challenging classes for your senior year
Narrow down your list of colleges
Submit Internship Application

June

Schedule and present your End of the Year Review to declare your Major

12th Grade Preparatory Checklist

September

Attend Financial Aid Night
Ask counselor or writing group teacher for advice and guidance
Review graduation and post-secondary requirements - check specific entrance requirements for college/university of interest

October

Apply for FAFSA in early OCTOBER
Meet required proficiencies for essential skills via Smarter Balanced or other approved options
Retake the ACT or SAT if needed
Know scholarship and financial aid opportunities and due dates

November

Schedule and present your Student Led Conference
Review SAR and make FAFSA corrections
Apply to colleges - meet the deadlines
Apply for scholarships - meet the deadlines

January

Refine your OSAC personal statement and activities chart

February

Submit your OSAC application

March

Schedule and present your Mid-Year Review
Review your transcript and make sure you pass your classes so you are on track to graduate - make revisions if needed for graduation
Check your student profile on OSAC messages

April

Compare financial aid awards letters
Senior Project Completed
Give copies of ALL letters of acceptance and scholarship awards to the Counselor

May

May 1st is National College Commitment Day
Give copies of ALL letters of acceptance and scholarship awards to the Counselor

June

Schedule and present your End of the Year
Review to obtain Honors in your Major

Explore Design Create Refine Own

Majors and Content Area Offerings

Humanquiries

Humanquiries is one of the fundamental aspects of A3. Humanquiries are project-based classes that integrate science, social studies and language arts. These courses are divided into a freshmen/sophomore rotation and a junior/senior rotation. The freshmen/sophomore classes, also called the Ones, offer Global and U.S. History and Biology specifically. The junior/senior courses give Government, Economic, Physics and Chemistry credits. Work is done primarily in teams and each semester culminates in performance of student learning called "Confluence." The course is required for all A3 students, each semester of all four years.

Liberal Arts Major

Arts History, History, Literature, Languages, Social Studies

The Liberal Arts Major includes Arts History, History, Literature, Languages, Social Studies courses. The liberal arts course offer a variety of opportunities and 3.0 credits can be earned in these classes to meet the AFF requirement and/or other core content areas. Additional supply fees may apply for some art classes.

Course	Length	Credit	Area	Grade Level
Playwriting/Devising Short Plays	1 semester	.50	LA	9-12
College Now: ENG 104	1 semester	.50	LA	9-12
College Now: ENG 105	1 semester	.50	LA	9-12
College Now: ENG 106	1 semester	.50	LA	9-12
College Now: WR 115	1 semester	.50	LA	9-12
Playwriting	1 semester	.50	LA	9-12
Creative Literature	1 semester	.50	LA	9-12
Pride and Prejudice	1 semester	.50	LA	9-12
Theater History from 500 BCE to 1500 CE	1 semester	.50	GS	9-12
Theater History from 1500 to 1900	1 semester	.50	GS	9-12
CollegeNow: Art History 204	1 semester	.50	GS	9-12
CollegeNow: Art History 205	1 semester	.50	GS	9-12
CollegeNow: Art History 206	1 semester	.50	GS	9-12
CollegeNow: Art History 218	1 semester	.50	GS or US	9-12
Theater History in US 1600 to the Present	1 semester	.50	US	9-12
Theater and the Constitution	1 semester	.50	GV	9-12
Broadway Economics	1 semester	.50	EC	9-12
Spanish I	2 semesters	1.0	AFF	9-12
Spanish II	2 semesters	1.0	AFF	10-12
Cooperative Work Experience (CWE)	1 semester	.50	OT	11-12

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Playwriting/Devising Short Plays

Credit Offered: .50 LA

Grade Level: 9-12

In this class, students will write a variety of short plays (1-10 minutes) that are based on the content of their core academic classes and their experiences as students at A3. Basics of performance/acting will also be covered. Students who participate in this class will be prepared to audition for A3's fall production of *Too Much Light Makes the Baby Go Blind*.

Additional Notes: Students who have completed all of the LA credits could take this class for Elective/Theater credit.

College Now: ENG 104 Introduction to Literature: Fiction

Credit Offered: .50 LA, College Now LCC Credit

Grade Level: 9-12 (but geared towards 11th and 12th graders)

This course will introduce the student to a wide variety of college-level reading and writing skills. This course will present to the student a wide range of fiction from various time periods and cultures. Course work will involve students in critical analysis, basic literary terminology, and concepts which will enhance appreciation of fiction. The course may include the short story and the novel or novella.

College Now: ENG 105 Introduction to Literature: Drama

Credit Offered: .50 LA, College Now LCC Credit

Grade Level: 9-12 (but geared towards 11th and 12th graders)

This course will introduce the student to a wide variety of plays from around the world. Students will engage in reading, writing about, and discussing dramatic works. Emphasis is placed on Aristotelian play analysis, cultural contexts, and the relationship between text and performance. May be taken multiple times when focus of plays changes. Depending on the semester, this class may focus on Classical/Medieval Drama, Renaissance Drama, Drama from the United States, Early 20th Century Drama, or Late 20th Century Drama

College Now: ENG 106 Introduction to Literature: Poetry

Credit Offered: .50 LA, College Now LCC Credit

Grade Level: 9-12 (but geared towards 11th and 12th graders)

This course will introduce the student to a wide variety of college-level reading and writing skills. This course will present to the student a wide range of poetry from various time periods and cultures. Course work will involve students in the consideration of

poetic technique and expression. Theme, structure, and style will be emphasized, as well as the elements of poetry. At the discretion of the Instructor, students may also be required to participate in creative writing assignments to gain insight into the nature of poetry, Poetry Out Loud.

College Now: WR 115 - Introduction to College Composition

Credit Offered: .50 LA, College Now LCC Credit

Grade Level: 9-12 (but geared towards 11th and 12th graders)

WR 115 introduces students to the expectations of college-level reading, thinking, and writing. Students will be introduced to rhetorical concepts and engage in a collaborative writing process to produce projects for a variety of purposes and audiences, across more than one genre. Reading, writing, and critical thinking activities will focus on inquiry and the development of the metacognitive awareness of individuals as writers. Students will produce one formal essay of 700-800 words and a total of 2000-2500 words of revised, final draft copy over the term that incorporate source material and practice MLA citation and attribution conventions.

Drama and Playwriting

Credit Offered: .50 LA/CTE

Grade Level: 9-12

Prerequisites: Introduction to Theater OR Technical Production OR Playwriting/Devising Short Plays

A practical course introducing students to the fundamentals of playwriting. Students will engage in a variety of writing exercises exploring writing for the stage. Students will complete short works for the stage that include 10-minute plays, one acts, or first acts of longer works. Additional Notes: CTE Pathway students must be given priority enrollment. Students can take for CTE Performing Arts credit (elective) instead of LA credit.

Creative Literature

Credit Offered: .50 Language Arts

Grade Level: 9th-12th

Exploring how art and creativity impacts the world and our processes-literature: "Shadowshaper" a urban fantasy YA novel, "The Pixar Touch" memoir around creative endeavors, etc. Reading, writing, presentation, etc.

Pride and Prejudice

Credit Offered: .50 Language Arts

Grade Level: 9th-12th

Exploring one of the first 'Romance' novels—"Pride and Prejudice." Reading and watching BBC's mini-series and the novel. Examining the historical role of women and the social mores of the time. Exposure to becoming an accomplished 'young person.'

Additional Notes: Fencing, drawing, dancing, etc.

Theater History from 500 BCE to 1500 CE

Credit Offered: .50 Global Studies

Grade Level: 9-12

Students will learn about the histories of Ancient Greece, Ancient Rome, and Medieval Europe through the cultural study of theater practice and dramatic literature.

Theater History from 1500 to 1900

Credit Offered: .50 Global Studies

Grade Level: 9-12

Students will learn about the histories of Europe and the Americas through the cultural study of theater practice and dramatic literature.

CollegeNow: Art History 204

Credit Offered: .50 Global Studies, LCC College Credit

Grade Level: 9th-12th

Follows the development of Western Art from Prehistory (Paleolithic) through Ancient Roman Art. College credit possible.

Additional Notes: 9th graders do not usually take these courses but there are some exceptions.

CollegeNow: Art History 205

Credit Offered: .50 Global Studies, LCC College Credit

Grade Level: 9th-12th

Continues to examine Western Art from the Early Christian period through the Italian Renaissance. College credit possible.

Additional Notes: 9th graders do not usually take these courses but there are some exceptions.

CollegeNow: Art History 206

Credit Offered: .50 Global Studies, LCC College Credit

Grade Level: 9th-12th

Continues to examine Western Art from the Italian Baroque through the early Twentieth Century. College credit possible.

Additional Notes: 9th graders do not usually take these courses but there are some exceptions.

CollegeNow: Art History 218

Credit Offered: .50 Global Studies or .50 U.S. History, LCC College Credit

Grade Level: 9th-12th

Examines the first 100 years of photography including significant technological breakthroughs and photography's gradual acceptance as an art form. College credit possible.

Additional Notes: 9th graders do not usually take these courses but there are some exceptions.

Theater History in the United States 1600 to the Present

Credit Offered: .50 US History

Grade Level: 9-12

Students will learn about the histories of the United States through the cultural study of theater practice and dramatic literature.

Theater and the Constitution

Credit Offered: .50 Government

Grade Level: 9-12

Students will learn about the histories the US Government and the Constitution through the cultural study of theater practice and dramatic literature.

Broadway Economics

Credit Offered: .50 Economics

Grade Level: 9-12

In this course, students will learn economic principles through the study of a variety of plays and musicals. We'll also look at the economics of being a theater arts professional.

Spanish 1

Credit Offered: .50 AFF or Other (elective) - World Language

Grade Level: 9-12

Students will learn basic Spanish greetings, introductions, farewells, colors, numbers, the alphabet. Students will be exposed to the conjugations of the regular AR, ER and IR verbs in the present, in addition they will also learn the conjugation in the present of the most common irregular verbs. Students will be introduced to cultural practices among Latino countries plus experiences of the Latino community in the United States. Students will be exposed to history of Latino countries as well as the history of the Latino/Chicano experience in the United States

Additional Notes: I will be showing movies as support for some of the units, we will also explore the cuisine of some Spanish speaking countries.

Spanish 2

Credit Offered: .50 AFF or Other (elective) World language

Grade Level: 10-12

Prerequisites: Successfully passed Spanish 1 or placement test

Students will continue learning Spanish in a more advanced setting with more challenging subjects. Students will learn about health, illnesses asking and giving advice about health, going to the doctor or hospital. Students will explore the preterite tense of the AR, ER and IR verbs plus some of the most common irregular verbs. We will continue exploring cultural practices of the Spanish speaking countries and their history as well as the cultural practices, experiences and history of the Latino/Chicano community in the United States.

Additional Notes: I will be showing movies as support for some of the units, we will also explore the cuisine of some Spanish speaking countries.

Cooperative Work Experience (CWE):

Credit Offered: .50 OT

Grade Level: 11-12

This is a one semester class with credit determined by work hours completed. This is graded with a P/NP. Cooperative Workplace Experience provides students with work experience in a field related to their interest. Goals are set cooperatively by the student, teacher, and/or employer. These courses may include classroom activities as well, involving further study of the field, or discussion regarding experiences that students encounter in the workplace. Students must have a job prior to taking this course and have a signed CWE Student Contract signed prior to the beginning of the semester.

Performing Arts Major

Dance, Theater, Music, Vocal

The Performing Arts includes dance, theater, music, and vocal. The performing arts courses offer a variety of opportunities and 3.0 credits can be earned in these classes to meet the AFF requirement. Additional supply fees may apply for some art classes. Students who register for Dance Company and Advanced Instrumental Ensemble commit to a year long course.

The Performing Arts Major includes a Career Technical Education (CTE) Program of Study. The *Performing Arts CTE* program prepares students for careers in the performing arts, with an emphasis on music, theater and stagecraft. CTE help students build academic, technical, and career skills related to a specific industry. Students must take 2.0 credits of CTE classes in a designated CTE Program of Study in order to complete the CTE program. CTE courses are 0.5 credits each and count toward the general Performing Arts Major and the 3.0 AFF credit requirement.

Course	Length	Credit	Area	Grade Level
Jazz Choir	1 semester	.50	AFF/CTE	9-12
Keyboard Skills	1 semester	.50	AFF/CTE	9-12
Advanced Instrumental Ensemble	1 semester	.50	AFF/CTE	9-12
Beginning Music Composition	1 semester	.50	AFF/CTE	9-12
Advanced Music Composition	1 semester	.50	AFF/CTE	10-12
Music Theory	1 semester	.50	AFF/CTE	9-12
Music Fundamentals	1 semester	.50	AFF	9-12
Music History	1 semester	.50	AFF	9-12
Movement for All	2 semester	1.0	PE	9-12
Modern Dance	1 semester	.50	PE	9-12

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Dance Improvisation	1 semester	.50	PE	9-12
Dance Sampler	1 semester	.50	PE	9-12
Dance Composition	1 semester	.50	PE	9-12
Beginning Jazz Dance	1 semester	.50	PE	9-12
Ballet	1 semester	.50	PE	9-12
African Dance	1 semester	.50	PE	9-12
A3 Dance Company	1 semester	.50	PE	9-12
College Now: Introduction to Theater TA 272 (Beginning Theater)	1 semester	.50	AFF/CTE	9-12
College Now: Technical Production TA 150 (Stagecraft)	1 semester	.50	AFF/CTE	9-12
Stagecraft Production Practicum	1 semester	.50	AFF	10-12
Costume Production	1 semester	.50	AFF/CTE	9-12
Advanced Theater	1 semester	.50	AFF	10-12
Beginning Acting	1 semester	.50	AFF	9-12

Jazz Choir (in Synergy this class is called A3 Vocal Ensemble)

Credit Offered: .50 AFF or Other (elective) - CTE Performing Arts

Grade Level: 9-12 (audition required, usually 10-12 grade)

Prerequisites: Audition and either Music Theory, Music Fundamentals or Group Piano

This is a CTE course in the *Performing Arts* pathway. Jazz Choir is a performing arts class for students who sing and sometimes for those who play a rhythm section instrument (guitar, piano, bass or drums). Admission to this class is by audition. This class will give students the opportunity to perform music in a variety of styles, focusing on improvisation and small group dynamics. An emphasis is placed on public performance and the development of individual musical abilities.

Additional Notes: please give preference to CTE pathway students

Keyboard Skills (Group Piano)

Credit Offered: .50 AFF or Other (elective) - CTE Performing Arts

Grade Level: 9-12

This is a CTE course in the *Performing Arts* pathway. Keyboard skills is a performing arts class designed to give students a solid foundation and understanding of the piano keyboard. The piano keyboard is used in nearly all music software and the ability to understand music through the piano keyboard is an industry standard for music. We will cover many basic aspects of music theory in addition to piano technique and provide historical context for the instrument from the harpsichord to the synthesizer.

Additional Notes: please give preference to CTE pathway students

Advanced Instrumental Ensemble

Credit Offered: .50 AFF or Other (elective) - CTE Performing Arts

Grade Level: 9-12 (admission by audition)

Prerequisites: Audition

This is a CTE course in the *Performing Arts* pathway. Advanced Instrumental Ensemble is a performing arts class for students playing woodwind, string, brass, and percussion instruments. Admission to this class is by audition. This class will give students the opportunity to perform music in a variety of styles, focusing on improvisation and small group dynamics. An emphasis is placed on public performance and the development of individual musical abilities.

Additional Notes: please give preference to CTE pathway students

Beginning Music Composition

Credit Offered: .50 AFF or Other (elective) - CTE Performing Arts

Grade Level: 9-12

This is a CTE course in the *Performing Arts* pathway. Beginning Music Composition is designed to provide students with a background in the various styles and methods of music composition. Composers will write for a variety of ensembles and musical situations, from live performances to various media (film, spoken word, drama, etc.). Students will have the opportunity to work with current music technology and develop a basic knowledge of music theory.

Additional Notes: please give preference to CTE pathway students

Advanced Music Composition (offered concurrently with Beginning Composition)

Credit Offered: .50 AFF or Other (elective) - CTE Performing Arts

Grade Level: 10-12

Prerequisites: Beginning Music Composition, Keyboard Skills; Music Theory (recommended)

This is a CTE course in the *Performing Arts* pathway. Advanced Music Composition is designed to give students experience in a range of advanced compositional concepts. Semester-long topics will include: orchestration, scoring for drama, and trends in contemporary composition. Composers will write for a variety of ensembles and musical situations, from live performances to various media (film, spoken word, drama, etc.). Students will have the opportunity to work with current music technology and develop a basic knowledge of music theory.

Additional Notes: please give preference to CTE pathway students

Music Theory (2nd semester only)

Credit Offered: .50 AFF or Other (elective) - CTE Performing Arts

Grade Level: 9-12

Prerequisites: Keyboard Skills; consent of instructor

This is a CTE course in the *Performing Arts* pathway. Music Theory is a performing arts class that works to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Students will learn to read and write Western music notation, as well as understand, analyze, and listen informedly. It will cover material such as pitches and scales, intervals, clefs, rhythm, form, meter, phrases and cadences, and basic harmony.

Additional Notes: please give preference to CTE pathway students

Music Fundamentals (1st semester only)

Credit Offered: .50 AFF or Other (elective)

Grade Level: 9-12 (recommended for 9/10)

Music Fundamentals is designed to give students the ability to identify, perform and notate the basic elements of music, including pitches, rhythms, intervals and triads.

Students will also analyze and compose music for a variety of instruments. Students will develop a basic knowledge of the keyboard.

Music History

Credit Offered: .50 AFF or Other (elective)

Grade Level: 9-12

This course will the evolution of musical styles during selected periods in U.S. and/or world history. Musical forms covered may include: modern Jazz, 20th century classical, Rock and Roll, punk, funk, and hip-hop. A special emphasis will be placed on positioning these styles in the wider context of world events.

Movement for All

Credit Offered: .50 PE

Grade Level: 9-12

This is a movement studio course centered on creating bodily awareness and building bodily strength and mobility with an injury preventative focus. Increasing self-awareness and challenging your preconceived limitations will be an integral aspect of this experience. You will have the opportunity to experience different ways of moving and discovering what types of physical activities engage and motivate you to move.

Modern Dance (or Contemporary Dance)

Credit Offered: .50 PE

Grade Level: 9-12

This is a modern dance studio course centered on building bodily strength, mobility, and expressivity in alignment with an injury preventative methods. We will be exploring several elements of modern dance: including body alignment, spatial awareness, use of weight, and use of the floor! You will have the opportunity to take risks and perform in a supportive environment throughout the warm-up series, across-the-floor-work, combinations in the center, and improvisational exercises. Everything we learn will be used to create our Artabration performance at the end of the semester.

Dance Improvisation

Credit Offered: .50 PE

Grade Level: 9-12

The aim of this course will be to explore movement improvisation as the primary medium of expression. We will explore improvisational structures in solo and group situations with equal emphasis placed between discussion and participatory experiences. We will simultaneously engage in discovery and breakdown of personal movement tendencies and most of all, we will surprise ourselves with what we choose to do in order to have fun!

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Dance Sampler

Credit Offered: .50 PE

Grade Level: 9-12

This course is designed for the beginning to advanced dancer. We will be exploring movement from a diverse set of genres. In Dance Sampler we will learn dance terminology and the culture or history of each dance, all while playing with rhythm, dynamic movement styles, and enjoying the buffet of dance! We will have guest teachers throughout the semester bringing you a variety of styles to try. You will have the opportunity to take risks and perform in a supportive environment. Dance is about personal expression, so make the most of it and have fun!

Dance Composition

Credit Offered: .50 PE

Grade Level: 9-12

Prerequisites: Dance Improvisation or Modern Dance (Contemporary Dance)

Through my guidance, support from your classmates and personal reflection, you will tap into your self-knowledge and learn to communicate what you know, thus finding your individual choreographic voice. Yet, at the same time, you will be asked to explore ways of moving that are unfamiliar to you in an effort to broaden your movement vocabulary.

You will develop your skills in observing dance, learning how to articulate your responses to what you see both verbally and in writing. You will become familiar with the meanings of space, time and energy, and become comfortable in moving through all aspects of these dance elements. Opening yourselves to the possibility of new experiences will be encouraged. This might include watching a fellow student in class through a different lens or viewing a new style of dance in performance with an open mind. In addition to the above, students will; deepen your connection between improvisation and set movement patterns, become fluent in creating movement for groups, and learn the basics of collaboration with lighting designers, costumers, and other artists.

This course will incorporate group improvisations, creating and performing dance studies, discussion, critical analysis, journal writing, and developing a video portfolio. Students at the beginning level will primarily compose solos for themselves and take on the role of dancer for the larger compositions. The intermediate students will remain active in the improvisational process and as observers, while creating both solos and dances with 2 or more performers.

Beginning Jazz Dance

Credit Offered: .50 PE

Grade Level: 9-12

This course is designed for the beginning jazz dancer. We will be focusing on technique, vocabulary, and most importantly: finding your personal style. In Jazz we will learn dance terminology, body isolations, rhythm, dynamic movement qualities, and improvisation. You will have the opportunity to take risks and perform in a supportive environment throughout the warm-up, across-the-floor work and combinations. We will be performing at Artabration, so our classwork will be focused on learning the choreography throughout the semester. Coming to class is a priority to succeed at the Artabration performance!

Ballet

Credit Offered: .50 PE

Grade Level: 9-12

This class will serve as an introduction to the fundamentals and basic techniques of classical ballet from the Cecchetti method; at the barre, in center exercises, and developing rhythmic sensibilities. Correct body alignment, core strength, and posture will be emphasized. You will learn and apply ballet history and vocabulary in class. Most of all, enjoying yourselves will be encouraged!

African Dance

Credit Offered: .50 PE

Grade Level: 9-12

This African-based movement class will introduce dancers to movements, rhythms, and music from various African cultures. Special emphasis will be placed on alignment, strength, and flexibility, musicality, and movement that allows each student to discover his/her personal rhythm. Music and dance play a significant role in everyday life in Africa and you will be exposed to the different elements and significance of African music and dance to Africans, Africans in the Diaspora, and the rest of the world culture. The important relationship between music and dance is emphasized, along with cultural context. It is our intention to honor the cultures and the people by approaching all aspects of the class with a spirit of curiosity, sharing, and respect.

A3 Dance Company

Credit Offered: .50 PE per semester

Grade Level: 9-12

Prerequisites: Previous dance experience

Fall: This course is a year-long commitment! The Fall semester will consist of learning repertory and for your final, performing in the Fall Dance Concert. The Spring Semester will include rehearsals, community performances, and performing in the Spring Dance Concert. It is imperative that you commit to this class, otherwise months of rehearsals and preparation will be lost, you will let your fellow company members down, and you will leave them with the task of resetting dances, which is a waste of everyone's time. If you can't commit to this, please switch to another course.

The Fall semester will include rigorous technical and strength training to support the variety of dances and styles we will learn. We will collaborate as a group with the EDCRO process to plan and execute choreography. The Fall Dance Concert, which includes Tech Week the week of the show, Dress Rehearsal and the three performances in the P Studio (if you miss Tech Week or the shows, you will get an incomplete in the class and not be asked back next semester). Tech Week begins late November with Call Times. The performance dates are late November with Call Times! After the show night, we will clean up the P Studio together before you leave. Participation is mandatory!

Spring: This course is a year-long commitment! The Spring Semester will include rehearsals, producing the Spring Dance Concert, and school and community tour performances.

The Spring semester will include rigorous technical and strength training to support the variety of dances we are learning. You are responsible for remembering your dances, taking care of your costumes when we perform on our school and community tour and other performances throughout the year. We will also collaborate as a group with the EDCRO process to plan and execute fundraising events. The EDCRO process will also be used when we research about relevant topics to present as a part of our concert. We will also be planning our school and community tour performances by contacting various schools and organizations to schedule our Spring Tour. You will also be performing in the Spring Dance Concert in April, which includes Tech Week the week of the show (you will need to be at Dress Rehearsal Participation is mandatory! This performance is the main purpose of this class! (if you miss Tech Week or any of the shows for unexcused reasons, you will get an incomplete in the class and you will not be asked back next year).

College Now: Introduction to Theater TA 272 (Beginning Theater)

Credit Offered: .50 AFF or Other (elective) - CTE Performing Arts and College Now
Grade Level: 9-12

This is a CTE course in the *Performing Arts* pathway. This course will provide a broad survey of the basic components of theater. Because theater is a study of what may result from the collaboration of many talents, we will study it from a number of different perspectives. We will examine plays, the history of theater, acting, technical theater, directing, and important practitioners in the field.

Additional Notes: Priority given to *Performing Arts* CTE students. Can be taken for College Now credit.

College Now: Technical Production TA 150 (Stagecraft)

Credit Offered: .50 AFF or Other (elective) - CTE Performing Arts and College Now
Grade Level: 9-12

This is a CTE course in the *Performing Arts* pathway. This course provides introductory information on the necessary technical functions, aspects, and operations of performance. Besides a beginning knowledge of the elements of production, students will become familiar with stagecraft, scene-design, lighting-design, costume-design, and sound-design, stage management, and crew work.

Additional Notes: Priority given to *Performing Arts* CTE students. Can be taken for College Now credit.

Stagecraft (Production Practicum)

Credit Offered: .50 AFF or Other (elective) - CTE Performing Arts
Grade Level: 10-12

Prerequisites: Completion of at least 2 CTE Theater Classes (Intro to Theater, Technical Production, or Playwriting)

This is a CTE course in the *Performing Arts* pathway. Students will take a leadership position in an A3 produced work or an assistant position in a professional/collegiate company in one of the following production roles: dramaturg, playwright, lighting designer/assistant designer, costume designer/assistant designer, sound designer/assistant designer, set designer/assistant designer, or stage manager/assistant stage manager. Students may arrange to do a practicum in props and/or video production on a case-by-case basis, as approved by instructor.

Additional Notes: Priority given to *Performing Arts* CTE students

Costume Production

Credit Offered: .50 AFF or Other (elective) - CTE Performing Arts

Grade Level: 9-12

This is a CTE course in the *Performing Arts* and *Visual and Media Arts* pathway. This course introduces students to the design process for fashion and costume including research, concept development, sketching, fabric selection, rendering, and basic sewing techniques. Students explore the design process through hands-on projects, including costume design and production work for A3 theatre and dance performances.

Additional Notes: Priority given to students who are on a CTE pathway.

Advanced Theater

Credit Offered: .50 AFF or Other (elective)

Grade Level: 10-12

Prerequisites: Introduction to Theater, Beginning Acting or by audition

This is a scene study class. Students will script analysis, acting technique & vocabulary, blocking and performance skills. As a part of this class students will prepare at least two pieces of work that they can take to the Oregon Thespians regional acting competition in February if they choose to.

Additional Notes: This class will have one evening public demonstration in November. Students will not be required to attend the regional acting competition as a part of this class.

Beginning Acting

Credit Offered: .50 AFF or Other (elective)

Grade Level: 9-12

In this class we will explore the basics of acting through theater games and exercises, reading plays and performing scene work. This class is designed to help students overcome performance anxiety and learn basic acting technique.

Additional Notes: There will be no public demonstration for this class.

STEM Major

Math, Computer Science/Technology, Science, Health Occupations,
Engineering

The STEM Majors includes Math, Computer Science/Technology, Science, Health Occupations, Engineering courses. The STEM course offer a variety of opportunities and these classes to meet the AFF requirement and/or other core content areas. Additional supply fees may apply for some classes.

Course	Length	Credit	Area	Grade Level
Health	2 Semesters	1.0	HE	9
Integrated Math I	2 Semesters	1.0	MA	9-10
Integrated Math II	2 Semesters	1.0	MA	9-10
Applied Math	2 Semesters	1.0	MA	10-12
Math 95	1 Semester	.50	MA	9-12
Math 111	1 Semester	.50	MA	9-12
Creative Coding & Mathematics	1 Semester	.50	MA	9-12
Interactive Electronics & Mathematics	1 Semester	.50	MA	9-12
CS160: Introduction to Computer Science & Discrete Mathematics	1 Semester	.50 & College Credit	MA	9-12
CIS 101 Computer Fundamentals	1 Semester	.50	OT	9-12
CIS125G Software Tools 1	1 Semester	.50	OT	9-12
CIS125M Software Tools	1 Semester	.50	OT	9-12
CIS140U Introduction to Unix/Linux	1 Semester	.50	OT	9-12

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Health

Credit Offered: .5 Health per semester

Grade Level: 9-12

This is a two semester Health class is designed to enhance the awareness and knowledge of healthy lifestyle choices. The six adolescent risk behaviors (tobacco use, dietary patterns that contribute to disease, sedentary lifestyles, sexual behaviors, alcohol and drug use, and behaviors that result in intentional and unintentional injury) will be addressed while advocating for the students to make healthy choices for their overall health. We will also cover mental and emotional health. We will practice effective communication skills to support sensitivity and awareness of others when studying and discussing the various topics. We will engage in learning that focuses on content learning and application of ideas in multiple forms, projects, or activities.

Integrated Math I & II

Credit Offered: 1.0 Integrated Math I and 1.0 Integrated Math II

Grade Level: 9-10

Prerequisites: None

Integrated Math is a two year sequence integrating Algebra, Geometry, Statistics, and Probability. Year one will focus on Algebra through problem solving and reasoning. Year two will focus on Geometry, Statistics, and Probability through application. Students will engage in applying concepts to projects and activities as well as gaining a foundation for their future in math.

Additional Notes: 3-4 Work Sample opportunities

Applied Math

Credit Offered: 1.0 Math

Grade Level: 10-12

Prerequisites: Preferred having taken 2 years of Math (not necessarily passed)

Course Description: Applied Math will look at Math in the real world. There will be a range of concepts covered from Algebra, Statistics, and Geometry that were not necessarily covered in the other Math classes. There will be an opportunity for at least 5 work samples to be passed. There will be an emphasis on reasoning, modeling and problem solving skills in the context of applied problems. This is college level and will be rigorous to prepare students for college.

Additional Notes:

This is a class that is for students who do not want to go the Algebra 2/Pre-Calc path and still meet requirements. Other students can take it as well, but priority goes to those students and upperclassmen.

College Now: Math 95 (Semester 1)

Credit Offered: .50 Math (Algebra 2)

Grade Level: 9-12

Prerequisites: Already taken Algebra and Geometry in Middle school or two years of A3 Math passed

Course Description: This is a college Algebra class that goes more in-depth than Algebra 2. This is our Algebra 2. You can gain college credit if you choose to. This will be rigorous and have higher expectations than the previous Math classes you have taken.

Additional Notes: This is Fall only

College Now: Math 111

Credit Offered: .50 Math/LCC Math credit

Grade Level: 9-12

Prerequisites: Taken 95 or take a test (must have Ashley sign off)

College Algebra is the study of basic functions and their applications. This includes polynomial, rational, exponential, and logarithmic functions and their inverses. Other topics include an introduction to sequences and non-linear systems of equations. There will be an emphasis on skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of technology.

Additional Notes: This is Spring only.

Creative Coding & Mathematics (Semester 1)

Credit Offered: .50 Math

Grade Level: 9-12 (preference to 3rd year)

Prerequisites: No previous coding experience needed

Creative Coding is a type of computer programming in which the end goal is to create a computer generated, expressive work of art. It is used to create programmed visual art and design, art installations, projections, sound art, advertising, product prototypes, and much more. Throughout this course students will learn to integrate Computational Thinking problem solving practices with coding and math skills through a variety of hand-on labs.

Additional Notes: No previous coding experience needed and students will receive math credit towards graduation.

Interactive Electronics & Mathematics (Semester 2)

Credit Offered: .50 Math

Grade Level: 9-12 (preference to 3rd year)

Prerequisites: No previous coding or electronics experience needed

In this course students use the open-source Arduino programming language and interface to create interactive electronics projects. Students learn how to program various electronic components through hands-on labs which in turn are applied together in a variety of projects including a traffic light intersection, a carnival game, an interactive music booth, and a Morse code generator. Throughout this course students will learn to integrate Computational Thinking problem solving practices with coding, electronics, and math skills.

Additional Notes: No previous coding or electronics experience needed and students will receive math credit towards graduation.

CS160: Introduction to Computer Science & Discrete Mathematics (Semester 2)

Credit Offered: .50 Math/LCC Computer Science Credit

Grade Level: 9-12 (preference to 3rd year)

Prerequisites: No previous Computer Science experience needed.

This course provides a broad overview of the major ideas, problems, and goals of Computer Science. Throughout the term, we will be exploring the various layers that combine to make a modern computing system, from the way numbers are represented within a computer to how computers interact with each other via networks. Throughout the course, we will also be discussing current events and ethical issues in technology.

Additional Notes: No previous Computer Science experience needed. Students will receive math credit towards graduation. Students will also have the option of receiving 4 free college credits through LCC's College Now program.

Coding & Electronics Independent Study

Grade Level: 9-12

Prerequisite: Proficient in previous coding/electronics course or by teacher approval.

(Kyle Mullen)

This course allows a student to choose from four College Now computer science courses, follow a game development course of study, or pursue their own independent study pathway. College Now courses include: CIS 101 Computer Fundamentals, CIS125G Software Tools 1: Game Development, CIS125M Software Tools: Mobile App Development, and CIS140U Introduction to Unix/Linux.

Independent Study College Now Titles & (4 College Credits per class)

CIS 101 Computer Fundamentals, CIS125G Software Tools 1: Game Development, CIS125M Software Tools: Mobile App Development, and CIS140U Introduction to Unix/Linux, each class offers 4 college credits via the College Now program.

Visual and Media Arts Major

Media, Photography, Drawing, Painting, Design, Performance Production

The Visual and Media Arts Majors includes Media, Photography, Drawing, Painting, Design, and Performance Production. The visual arts course offer a variety of opportunities and 3.0 credits can be earned in these classes to meet the AFF requirement. Additional supply fees may apply for some art classes.

The Visual and Media Arts Major includes a Career Technical Education (CTE) Program of Study. CTE courses help students build academic, technical, and career skills related to a specific industry. The *Visual and Media Arts CTE* program prepares students for careers in the arts, with an emphasis on drawing, painting, media arts, graphic design, product design and design for performance. Students must take 2.0 credits of CTE classes in a designated CTE Program of Study in order to complete the CTE program. CTE courses are 0.5 credits each and count toward the general Performing Arts Major and the 3.0 AFF credit requirement.

Course	Length	Credit	Area	Grade Level
Design Basics	1 semester	.50	AFF	9-12
Design Basics for CTE	1 semester	.50	AFF/CTE	9-12
Art (Textile Arts)	1 semester	.50	AFF/CTE	9-12
Drawing Basics	1 semester	.50	AFF	9-12
CTE Drawing	1 semester	.50	AFF/CTE	9-12
Drawing Elaborated	1 semester	.50	AFF/CTE	10-12
Color & Paint Basics	1 semester	.50	AFF/CTE	9-12
Color & Paint Elaborated	1 semester	.50	AFF/CTE	10-12
Advanced Studio	1 semester	.50	AFF	11-12
Art Theory and Application	1 semester	.50	AFF	9-12

Explore Design Create Refine Own

Digital Photography	1 semester	.50	AFF/CTE	9-12
Beginning Video Production	1 semester	.50	AFF/CTE	9-12
Multimedia Applications (Digital Design Tools)	1 semester	.50	AFF/CTE	9-12
Intermediate Digital Photography	1 semester	.50	AFF	10-12
Intermediate Video	1 semester	.50	AFF	10-12
Graphic Design	1 semester	.50	AFF	10-12
College Now: Technical Production 150	1 semester	.50	AFF/CTE	9-12
Production Practicum	1 semester	.50	AFF	10-12

Design Basics

Credit Offered: .50 AFF or Other (elective)

Grade Level: 9-12 (9th-10th recommended)

Explores in detail basic design concepts of line, color theory, pattern, texture, form.

Each series of studies culminates in a finished abstract art piece.

Design Basics for CTE

Credit Offered: .50 AFF or Other (elective) - CTE Visual and Media Arts

Grade Level: 9th-12th

This is a CTE course in the *Visual and Media Arts* pathway. This course provides a foundation for the technical, aesthetic, and conceptual aspects of the design process. Students explore basic two-dimensional design concepts, vocabulary, and applications through a variety of hands-on projects. Emphasis is placed on visual composition, principles and elements of design, analyzing and critiquing visual works, and developing technical skills using a variety of media including pencil, ink, marker, paint, and collage.

Additional Notes: Priority given to *Visual and Media Arts* CTE students

Art (Textile Arts)

Credit Offered: .50 AFF or Other (elective) - CTE Visual and Media Arts

Grade Level: 9th-12th

Prerequisites: Basic Design

Explore Design Create Refine Own

This is CTE course in the *Visual and Media Arts* pathway. This course is an introduction to tools, techniques, and processes used to create textile designs for fine art, apparel, and interior design. Emphasis is placed on color theory, color mixing with dyes, and creating seamless repeat patterns. Specific textile dyeing techniques vary each semester, but generally include silk painting, block printing, and immersion dyeing.
Additional Notes: Priority given to *Visual and Media Arts* CTE students

Drawing Basics

Credit Offered: .50 AFF or Other (elective)

Grade Level: 9-10

Drawing basics will focus on technical skills such as human anatomy, perspective, and modeling (shading) using basic mediums such as graphite, ink and conté crayon. Drawing strategies will also be covered such as visual measurement, proportion and ratios.

CTE Drawing

Credit Offered: .50 AFF or Other (elective) - CTE Visual and Media Arts

Grade Level: 9-10

This is a CTE course in the *Visual and Media Arts* pathway. In this basic drawing class, students have the opportunity to work with a variety of drawing mediums, such as pencil, charcoal, color pencils, pen and ink. Students will do a series of drawing exercises exploring technique, value, composition, line, width and weight of mark making. Students will investigate shape, form and depth perception by rendering still life drawings. They will also draw personal portraits from photographs and figurative drawings from life.

Additional Notes: Priority given to *Visual and Media Arts* CTE students

Drawing Elaborated

Credit Offered: .50 AFF or Other (elective) - CTE Visual and Media Arts

Grade Level: 10-12

Prerequisites: Drawing Basics

This is a CTE course in the *Visual and Media Arts* pathway. Students will explore elements of drawing through use of different drawing techniques, styles and materials. This course emphasizes drawing not only as an art form and means of personal expression, but also as a way to increase visual aesthetic. This course covers the design elements as they relate to drawing. Students will learn new techniques in

observation to create drawings from life. Students work with a variety of media such as pen and ink, pencil, oil pastels, and colored pencil.

Additional Notes: Priority given to *Visual and Media Arts* CTE students

Color & Paint Basics

Credit Offered: .50 AFF or Other (elective) - CTE Visual and Media Arts

Grade Level: 9-10

This is a CTE course in the *Visual and Media Arts* pathway. This course will focus on the fundamentals of painting. Emphasis will be placed on color theory and exploration. Students will experiment with many techniques. A range of subject matter will be explored including: still life, landscape, figures, portraiture, non-objective and imaginative images. Students will participate in class discussions and in-group critiques, using effective visual vocabulary describing aesthetics.

Additional Notes: Priority given to *Visual and Media Arts* CTE students

Color & Paint Elaborated

Credit Offered: .50 AFF or Other (elective) - CTE Visual and Media Arts

Grade Level: 10-12

Prerequisites: Color & Paint Basics

This is a CTE course in the *Visual and Media Arts* pathway. Color and Paint Elaborated explores advanced techniques in painting, and introduces students to mixed media art. Subject matter of the paintings will vary from landscapes to portraits, abstract, to still life paintings. Students will be encouraged to explore social awareness issues in their body of work. Using knowledge of color theory, composition and design elements students will develop a series or thematic body of work.

Additional Notes: Priority given to *Visual and Media Arts* CTE students

Advanced Studio (Mixed Media)

Credit Offered: 50 AFF or Other (elective) - CTE Visual and Media Arts

Grade Level: 11-12

Prerequisites: Two art classes (Design, Drawing and Color & Paint Basics)

This is a CTE course in the *Visual and Media Arts* pathway. This course will offer in-depth exploration of techniques and new ways to see, use, and interpret found objects. Students will create multi-directional compositions with a variety of materials, paint, images, found objects, and ink painting. Techniques will include collage, monotype printing, linoleum printing, drawing, painting, mixing, assemblage, cutting, and pasting, etc. This course is designed to give students a wide variety of art making

experiences and allows students to continue to explore various visual art forms and techniques through the elements and principles of art and design. Students will produce original artworks and learn skills and techniques.

Additional Notes: Priority given to students who are Visual Arts Majors and / or on a CTE pathway.

Art Theory and Application

Credit Offered: 50 AFF or Other (elective)

Grade Level: 9-12

Prerequisites: Drawing Basics, Painting Basics, Design Basics, Elaborated classes

An open ending course that is based on student interest, artistic trends, and teacher interest that focuses on themes or problems in Visual Arts.

Additional Notes: For advanced visual arts students.

Digital Photography

Credit Offered: .50 AFF or Other (elective) - CTE Visual and Media Arts

Grade Level: 9-12

Prerequisites: Design Basics

This is a CTE course in the *Visual and Media Arts* pathway. A foundational course on Digital Single-Lens Reflex (DSLR) cameras and lenses, sensors, data capture, processing, pixels, resolution, asset management, tagging, frames, depth of field, lighting, outputting, distribution, construction, image-making strategies, and emerging and experimental forms.

Additional Notes: Priority given to *Visual and Media Arts* CTE students

Beginning Video Production

Credit Offered: .50 AFF or Other (elective) - CTE Visual and Media Arts

Grade Level: 9-12

Prerequisites: Design Basics

This is a CTE course in the *Visual and Media Arts* pathway. An introductory course in digital time-based tools, covering foundational timeline-based software and hardware tools, skills, and theories used in video, audio, animation, interactive, live, and other time-based productions.

Additional Notes: Priority given to *Visual and Media Arts* CTE students

Multimedia Applications (Digital Design Tools)

Credit Offered: .50 AFF or Other (elective) - CTE Visual and Media Arts

Grade Level: 9-12

Prerequisites: Design Basics

This is a CTE course in the *Visual and Media Arts* pathway. An introduction to core layout, vector, bitmap, and document-sharing software used in graphic design. Coursework includes necessary competencies for graphic design. This course introduces students to identify underlying concepts attributed to multiple design programs and how they can work together.

Additional Notes: This will replace the previous photoshop class. Priority given to *Visual and Media Arts* CTE students

Intermediate Digital Photography

Credit Offered: .50 AFF or Other (elective)

Grade Level: 10-12

Prerequisites: Design Basics, Digital Photography

This is a CTE course in the *Visual and Media Arts* pathway. As a student you will explore a variety of commercial photography types including: studio lighting, Portraits, Commercial / advertising, landscape / nature photography, abstract photography, and performance photography. They will also explore how to market their work and services. This class will offer significant opportunities to develop a basic portfolio of professional work. You will be expected to do some shooting outside of class including shooting events for the school.

Additional Notes: This class will run the same block as Digital photography

Intermediate Video

Credit Offered: .50 AFF or Other (elective)

Grade Level: 10-12

Prerequisites: Design Basics, Intro Video

As a student you will explore a variety of commercial video types including: studio lighting, journalistic videos, PSAs, commercials, and event video. They will also explore how to market their work and services. This class will offer significant opportunities to develop a basic portfolio of professional work. You will be expected to do some shooting outside of class including shooting events for the school.

Additional Notes: This will be the same block as Intro Video.

Graphic Design (formerly intermediate photoshop)

Credit Offered: .50 AFF or Other (elective)

Grade Level: 10-12

Prerequisites: Design Basics, Digital Design Tools (or intro to photoshop)

You will explore graphic design concepts and techniques related to professional design and the interplay between commercial art and fine art. We will work to design promotional materials for the schools events as well as personal projects. You will explore how graphic design relates to both fine art and commercial art.

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J-Term are Day Long Class Offerings

J-term is a month long class during the month of January.

J-term takes place during the month of January. Students have an opportunity to take day long intensives. This is also when internships take place.

Course	Length	Credit	Area	Grade Level
Play Development/Rehearsal	J-Term	.75	.25LA &.50 EC	9-12
Science Fiction Film Facts*	J-Term	.75	.25LA & .50 SC	9-12
J-Term: Internship Program*	J-Term	.75	.25LA &.50 OT CTE	11-12
Spies Like Us*	J-Term	.75	.25LA &.50 HE	9-12
Gallery Tours/Mindfulness	J-Term	.75	.25 LA &.50 HE or .50 PE	9-12
Rock Climbing & Food Rules	J-Term	.75	.25 LA & .50 HE or .50 PE	9-12
Folklore	J-Term	.75	.25 LA & .50 HE	9-12
Voices of the 60s	J-Term	.75	.25 LA & .50 U.S.	9-12
Interactive Storytelling 1*	J-Term	.75	.25 LA .50 SC	9-12

Play Development/Rehearsal

Credit Offered: .25 LA and .50 EC

Grade Level: 9-12

Prerequisites: Audition/Application/Placement

Students will work to research, develop, and rehearse a full-length play, in addition to exploring the economics of theater productions and practice. Students may participate as actors, designers, dramaturgs, crew members, or a combination thereof. This class will culminate with several evening performances of the rehearsed play.

Additional Notes: Students who are cast in roles must be able to commit to several evening rehearsals and performances at the end of January/beginning of February.

Science Fiction Film Facts

Credit Offered: .25 LA and .50 SC (Int Sc)

Grade Level: 9-12

Students will look at a variety of science fiction films, TV shows, and some of the books on which they're based and closely examine the real science behind what the stories propose. Students will conclude the course by making a short science fiction film.

Additional Notes: Students must have a movie-viewing waiver form signed by a parent or guardian to be in this course..

J-Term: Internship Program

Credit Offered: .25 LA and .50 OT, College Now & CTE

Grade Level: 11-12

Prerequisites: Internship 1: Portfolio

Internships provide opportunities for students to experience work-based learning. Interns are typically placed with private businesses, art galleries, non-profit organizations and government agencies that align with students' areas of interest. Students will collaborate with the Internship Coordinator and work-site supervisor to establish learning objectives and evaluate their progress.

Additional Notes: This course is intended for 11th and 12th graders. Students must be on track to graduate and maintain 95% attendance. In order to participate, students must submit an application by the stated deadline and complete the course Internship 1: Portfolio with 95% attendance.

Spies Like Us

Credit Offered: .25 LA and .50 HE

Grade Level: 9-12

This course will explore the complex, multi-dimensional world of spies and spycraft in American history and popular culture. See how the successes and failures of the intelligence trade have altered the course of American history, from George Washington to 9/11. Students will learn and apply the techniques of tradecraft, from codes and ciphers to disguise, surveillance and clandestine operations.

Art Exploration / Mindfulness

Credit Offered: .25 LA & .50 HE or .50 PE

Grade Level: Preferably 10-12

Prerequisites: Students who are visual arts majors (focus), and or on a CTE visual art pathway

In this class, students will have the opportunity to explore several galleries in our Eugene / Springfield area, as well as a field trip to the Portland Museum of Art. Students will embark on mural tours in Eugene /Springfield. We will see and hear from professional artists in our community. There will be written reflections about the artwork we are viewing in the galleries. In this class, students will learn how to create a digital portfolio, and learn how to write an artist statement. Class fee \$25.00

Rock Climbing & Food Rules

Credit Offered: .25 LA and .50 HE or .50 PE

Grade Level: 9-12

Students will test their limits and explore how food becomes energy both in the classroom and on the climbing walls at Crux climbing gym. We will research, prepare and explore food and how it affects our health and well being. At the gym we will learn safety procedures, basic climbing techniques and how to test and overcome our limitations. Additional Notes: \$50 fee for one month rock climbing membership

Folklore

Credit Offered: .25 LA and .50 HE

Grade Level: 9-12

Cryptids, Monsters and Mythical beasts OH MY! We will be using the art forms of creative writing, short-film making and visual arts to express and uncover the folklore about the various creatures that inhabit our imaginations and ...reality? This class will give Language Arts (great for Writing majors) and Media Arts (great for Media Arts Majors) credits and maybe some PE credit too. Side Note: You don't have to be a

Explore Design Create Refine Own

Writing or Media Arts major to enjoy this class.

Voices of the Sixties

Credit Offered: .25 LA & .5 U.S. History

Grade Level: 9-12

Through music, readings, guest speakers, and some groovy “experiences” we’ll embark on an exploration of a decade that America still struggles to fully understand. Utilizing primary source videos and documents we’ll examine some of the key events, leaders, and movements that help shape who we are as a people, and a nation. If you’re ready to get on the bus then this is the class for you.

Interactive Storytelling 1 (aka Project Honey Badger 6.1 - "the brainy badger")

Credit Offered: .25 LA & .50 Integrated Science A

Grade Level: 9-12

Come explore the art, history, and cultural impact of Interactive Storytelling. Interactive Storytelling is a form of entertainment in which users create or influence a dramatic storyline through actions, either by issuing commands to the story's protagonist, or by acting as a general director of events in the narrative. In other words, video games. Come engage with the full spectrum of Interactive Storytelling: from understanding and writing intriguing stories to designing thoughtful and engaging interactive play. The science of video game design will be explored through the study of the brain and the neuroscience of games. If you want to go beyond just playing video games to learn and think about what goes in to great video game storytelling, then this is the class for you!

May-Term are Day Long Class Offerings

May-term is a month long class. It takes place during the last half of the month of May and into June.

May-term takes place the last half of the month of May and into June. Students have an opportunity to take day long intensives. This is also when internships take place.

Course	Length	Credit	Area	Grade Level
Oregon Shakespeare Festival/Workplace Safety	May-Term	.75	.50 LA & .25 HE	9-12
Rock Climbing & Anatomy	May-Term	.75	.25 LA & .50 HE or .50 PE	9-12
Internship Program*	May-Term	.75	.25 LA .50 OT/CTE	11-12
Listen To This!*	May-Term	.75	.25 LA .50 Elective	9-12
How Our Health is Impacted by the World Around Us	May-Term	.75	.25 LA .50 HE	9-12
Interactive Storytelling 2*	May-Term	.75	.25 LA .50 SC	9-12
The Literature of Nature	May-Term	.75	.25 LA & .50 PE	9-12
Ultimate Frisbee and Disc Golf	May-Term	.75	.50 PE & .25 SC	9-12
Sculpture	May-Term	.75	.25 LA & .50 HE	9-12

Oregon Shakespeare Festival

Credit Offered: .50 LA and .25 HE

Grade Level: 9-12

For this May Term class, students will study the scripts and/or contexts of three plays/musicals that we will then see on a two-day field trip to Ashland, Oregon near the end of May; additionally, students will learn about theater etiquette and the history of the Oregon Shakespeare Festival. The final project for this class will be a substantive review/reflection of our field trip experience.

Additional Notes: Students enrolled in this class will be **required to attend an overnight field trip** to Ashland, Oregon. Class is capped at 24 students.

Rock Climbing & Anatomy/Physiology

Credit Offered: .25 LA and .50 HE or .50 PE

Grade Level: 9-12

Students will test their limits on the climbing walls at Crux climbing gym and research how anatomy and physiology help us understand human physical performance. At the gym, we will learn safety procedures, basic climbing techniques, and how to test and overcome our limitations.

Additional Notes: \$50 fee for one month rock climbing membership

Internship Program

Credit Offered: .25 Language Arts and .50 Other, College Now, CTE

Grade Level: 11-12

Prerequisites: Internship 1: Portfolio

Internships provide opportunities for students to experience work-based learning.

Interns are typically placed with private businesses, art galleries, non-profit organizations and government agencies that align with students' areas of interest.

Students will collaborate with the Internship Coordinator and work-site supervisor to establish learning objectives and evaluate their progress.

Additional Notes: This course is intended for 11th and 12th graders. Students must be on track to graduate and maintain 95% attendance. In order to participate, students must submit an application by the stated deadline and complete the course Internship 1: Portfolio with 95% attendance.

Listen To This!

Credit Offered: .25 LA and .50 OT

Grade Level: 9-12 (see additional notes)

Prerequisites: membership in Advanced Instrumental Ensemble (A3 Group) and Jazz Choir

The Jazz Choir and A3 Group will spend May Term in daily rehearsals to prepare for major collaborative performances. Activities will include sectionals, combined rehearsals, field trips to UO ensemble rehearsals, and extended workshops with guest artists.

Additional Notes: all members of the Advanced Instrumental Ensemble and Jazz Choir should be enrolled in this class

How Our Health is Impacted by the World Around Us

Credit Offered: .25 LA & .50 HE

Grade Level: 9-12

In this course students will learn about how the culture of our society impacts their health, both physically and mentally/emotionally. Students will look at the role of their intersectionalities in their identity, as well as how the world around them can affect that. They will also look at how they can impact each other's health through our their actions and how others have affected them. With technology being such a big piece of life, students will also engage in exploring how their technology use is impacting them.

Interactive Storytelling 2 - (aka Project Honey Badger 6.2 - "the boffin badger")

Credit Offered: .25 LA & .50 SC (Integrated Science B)

Grade Level: 9-12

Prerequisites: none BUT previous experience in coding or game creation is very beneficial

In this sequel to Interactive Storytelling 1, students will dive deeply into the development world of Interactive Stories. Interactive Storytelling is a form of entertainment in which users create or influence a dramatic storyline through actions, either by issuing commands to the story's protagonist, or by acting as a general director of events in the narrative. In other words, video games. Come engage with the full spectrum of Interactive Storytelling: from analyzing intriguing stories to developing thoughtful and engaging interactive play. The science of video game development will be explored through the study of the physics and interaction within games. If you want to go beyond just playing video games to learn and think about what goes in to great video game storytelling, then this is the class for you!

Explore Design Create Refine Own

Additional Notes: Previous experience in coding or game creation is very beneficial for Interactive Storytelling 2

The Literature of Nature

Credit Offered: .25 LA & .50 PE

Grade Level: 9-12

During this class we will look at nature literature while out in nature. You should be prepared to take daily hikes. We will also have the opportunity to write poetry inspired by the natural world.

Ultimate Frisbee and Disc Golf

Credit Offered: .50 PE & .25 SC (Physics)

Grade Level: 9-12

Students will learn how to throw the flick, backhand, and hammer as well as how to play the team sport of Ultimate Frisbee. Students will also learn about the science that determines the shape of the frisbee and why it glides so easily through the air.

Additional Notes: We will be outside every day so sunscreen will be a must.

Sculpture

Credit Offered: .25 LA & .50 HE

Grade Level: 9-12

Come join us for some mixed media sculpture. We will explore a variety of sculpture materials such as ceramics, found objects, and mixed media, and ephemeral nature sculpture inspired by Andy Goldsworthy. We will also explore some art history relevant to the sculpture projects we will be doing.

A3 Glossary

A3 campus: A3 students attend classes at a variety of locations in downtown Springfield. Our Campus Monitors patrol the area to keep our kids safe.

A3 Culture: A3's educational philosophy: All students are capable of success and growth and have the right to unimpeded education. Everyone participates as a leader, learner and teacher. Mistakes are the pathway to success.

Advisory (AKA Writing Group): A daily class where teachers also serve as mentors to help students advocate for their needs. Parents can contact their student's advisory teacher with any questions regarding their school experience.

ASPIRE: A program that involves parents & community members as mentors for our students who are planning to go on to college.

Artabration: A celebration of our students' exceptional work, both academic and Arts Core. Open to the public, parents are encouraged to attend. Usually performed before a significant vacation at least 3 times a year. Check the school calendar for dates.

Cajun Fries: Sophomores who have been at A3 for at least a semester. They are responsible for coaching new students in the culture and processes of A3 and set the culture for the school.

College Credit Classes: We offer "College Now" classes taught by A3 teachers in which students can earn college credit. Junior and senior students have the opportunity to enroll in classes at Lane Community College or University of Oregon as part of their daily schedule if it fits as part of their four year plan.

Community Agreements: These agreements define the expectations of interaction within the A3 community.

Confluence: A two-day, multi-faceted event that synthesizes work from the semester in large-scale projects and performances, and is a demonstration of the knowledge students have learned. Families and the public are HIGHLY encouraged to attend. These performances are students' finals and are mandatory.

Explore Design Create Refine Own

EDCRO: This acronym stands for Explore, Design, Create, Refine, and Own, and is the process students need to follow when developing work both academic and in the arts. Students are expected to follow and articulate this in their SLCs, Mid-Year Reviews, End of the Year Reviews, panels and Confluence.

End of the Year Reviews: See “Student Reviews.”

Grading: A system to measure student learning rather than assignment completion. Teachers have written learning targets that define outcomes of student learning. These targets are assessed on a 4-point scale.

Headwaters: A school-wide community-building at the beginning of the school year to engage students and introduce the culture of A3 to our new students.

Honors: Students with a score of 4 in their major receive honors (See Major).

Humanquiries: An integration of humanities, sciences, language arts, science, social studies, geography and philosophy, with a project-based learning environment. Our curriculum for these classes is highly integrated with Language Arts, Social Sciences, and Science.

Internship Program: Juniors and seniors are encouraged to participate in internships at local businesses during the weeks of “J Term” and “May Term” and can earn up to 3 LCC college credits.

Integrated Learning: Used when teachers combine multiple subjects to teach our students.

J-Term: A three-week period during January. Underclassmen attend intensive classes during this time. Juniors and seniors have the option of doing an internship in the community.

J-fluence: J-term’s end performance showing our students’ process and learning in their classes and Internships.

Late Start: Teachers and staff have collaboration meetings on some Friday mornings when school is in session. Class starts at a later time on some Fridays for A3 students.

Explore Design Create Refine Own

Learning Targets: Statements teachers use for their class that define the outcomes a student is expected to demonstrate at the end of the term. These statements are written as “I can” statements.

Majors: All students, are expected to declare a “major” as an area of focus in their sophomore year. Major areas include Performing Arts, Visual Arts, Liberal Arts, and STEM areas. These can change on a yearly basis.

May-Term: A three-week period at the end of May beginning of June. Underclassmen attend intensive classes during this time. Juniors and seniors have the option of doing an internship in the community.

Mid-Year Review: See “Student Reviews.”

Naviance: Online system where students research careers and post-secondary education. Students can use this website to apply for scholarships and apply to the college/university of their choice.

Ones: Freshmen and Sophomores at A3.

PTSA: Parents Teachers Student Alliance: A3’s parent, teachers, student organization. The school depends on parent involvement to help raise money for scholarships and supplies, chaperone student events and much more!

Panels: Experts and stakeholders make up panels who give student teams critical feedback on their Confluence learning and products weekly leading up to Confluence. For students these panels are mandatory and cannot be made up.

P.E. CBOP: (Physical Education Credit Based On Proficiency). Students must obtain one P.E. credit to graduate. Students can earn enough PE credit to graduate by either taking TWO semesters of “Movement for All” or by tracking a variety of physical activities like personal training, sports teams, or other individual physical activities and aligning them to the state standards in Physical Education. P.E. CBOP forms may be obtained from advisory teachers or online.

Proficiency Based Grading: A system to measure student learning rather than assignment completion. Teachers have written learning targets that define outcomes of student learning. These targets are assessed on a 4-point scale.

Project Based Learning (PBL): Project based learning is a system where teachers provide an authentic, real-world question or problem to solve and students create a method for demonstrating an answer to the question or to solving the problem.

Senior Project: All students are expected to perform a “capstone” project that is tied to their major or their focused course of study. All capstone projects will have some form of public demonstration, either as a recital, curated display, or a performance, depending on the form the project takes. Students will work with mentors and their advisory teachers to formulate and realize these capstone events that are a required for graduation and students will work outside of school hours.

Student Reviews: Three times a year students present evidence of their learning and progress academically, artistically and as community members. Parent attendance is required at these sessions. Students begin collecting work samples and documentation of attendance and grades when they first arrive at A3. This material forms the basis from which they are able to reflect upon the progress of their learning and behavior during their time at A3. Conferences are arranged through the student’s advisory teacher.

Student-Led Conferences: Early Fall - For new students this provides an opportunity for them to check in on their work and success early in the year. For veteran students it’s a time to set goals and reflect on last year.

MID-YEAR REVIEWS: Early Spring - Student presentations focus on learning committed to the EDCRO process. They demonstrate this through artifacts of both their art and academics. For juniors and seniors these are a dry run for their final senior juried review.

End of the Year Reviews: Early June - Freshmen and Sophomores present in front of parents and supporters/mentors on the EDCRO process up until this point in their high school careers. Juniors have juried reviews which also include arts and science professionals. Seniors present a culmination of evidence to their, peers, parents, and teachers.

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Synergy: Synergy is the Springfield School District's student information system that A3. Please email our registrar if you have any changes to your information. Synergy is the only database that has accurate attendance information for students. Parents and students can access this information through ParentVue and StudentVue to see attendance history and other student data including current grades.

Twos: Juniors and Seniors at A3.

Advisory (AKA Writing Group): A daily class where teachers also serve as mentors to help students advocate for their needs. Parents can contact their student's advisory teacher with any questions regarding their school experience.