

Performing Arts Academy

COURSE GUIDE 2017-2018



**JBMDL, P.O. BOX 1125, HANGAR ONE
LAKEHURST, NJ 08733**





ADMINISTRATION

William P. Hoey, Jr., Superintendent

Nancy Weber-Loeffert, Assistant Superintendent

Frank Frazee, School Business Administrator/Board Secretary

Alison Carroll, Principal of Student Services/Special Services

BOARD OF EDUCATION

Nina Anuario, President

Stephen Scaturro, Vice-President

Dr. Judith DeStefano-Anen

Ronald L. Rosetto

Maureen Stankowitz

BOARD OF CHOSEN FREEHOLDERS

Joseph H. Vicari, Director

Gerry P. Little, Deputy Director

John C. Bartlett, Jr., Member

Virginia E. Haines, Member

John P. Kelly, Member

PERFORMING ARTS ACADEMY

Karen Homiek, Principal

Christine Santasieri, Vice Principal

Dawn Murphy & Sandra Stout, Guidance Counselors



TABLE OF CONTENTS

Message from the Principal	4
Affirmative Action/Non Discrimination	5
Mission Statement/Beliefs	6
Introduction to the Performing Arts Academy	8
Graduation Requirements	9
State Testing Requirements	10
Grading System	11
Course of Study	12
Guidance Program	13
Clubs and Activities	14
Course Descriptions:	
English	19
Mathematics	21
Performing Arts	24
Physical Education and Health	31
Science	32
Social Studies	34
World Language	36
Visual Arts, Enrichment, and Technology	37

Principal's Message

The purpose of this Program of Studies is to serve as a resource to help students, parents and school personnel understand the content of the courses that comprise the core requirements of the Performing Arts Academy. State requirements for graduation, district requirements for graduation, and curricular design have all come together to forge a course of study designed to prepare our students for the rigors of college attendance and the world of work. All courses are aligned with the state mandated New Jersey Student Learning Standards, Common Core Standards, thus preparing all students for the Partnership for Assessment of Readiness for College and Careers (PARCC).

Students and parents are urged to review the listing of courses required for graduation and to become familiar with the basic content of each course. The reader will note that freshman and sophomore year performance “major” class descriptions include comments regarding instruction in “minor” classes, giving students the opportunity to explore and grow beyond their initial career field.

Careful consideration will be given to assist students as they progress through their selection and placement to meet the requirements for graduation. The opportunity for selection of elective courses is minimal, due to the structure of our program. Our academy presently offers honors level classes in English, Mathematics, Social Studies and Science, as well as a number of Advanced Placement (AP) courses.

Our goal is to ensure the success of each of our students in high school and throughout their adult lives. Understanding the requirements for graduation and the courses offered along the way is the focus of this Course Guide. I offer best wishes for an enjoyable and rewarding education experience at the Performing Arts Academy.

Sincerely,
Karen Homiek, Principal of the Lakehurst Center

Affirmative Action/Nondiscrimination

AFFIRMATIVE ACTION/POLICY OF NONDISCRIMINATION

The Ocean County Technical School District complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975, N.J.A.C. 6A:7-1, and their respective implementing regulations which prohibit discrimination on the basis of race, color, national origin, gender, affectional and sexual orientation, disability, age, or social or economic status. The district provides equal access and opportunity in employment as well as enrollment, in all of its programs and activities, regardless of race, color, national origin, gender, disability, or age. Through the designated responsible personnel, the District will guarantee that no persons shall on the basis of gender, race, religion, creed, ancestry, national origin, affectional or sexual orientation, social economic status, and/or handicap be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity.

Affirmative Action Grievance Procedure:

Any student, parent, teacher, administrator, or staff member who has a grievance involving affirmative action should be directed to:

Nancy Weber-Loeffert, Affirmative Action Officer, 732-240-6414

HARASSMENT, INTIMIDATION, AND BULLYING (HIB) GRIEVANCE PROCEDURE: Any student or parent who has a grievance involving harassment, intimidation, and /or bullying should contact the building principal. Please visit our website at www.ocvt.org for more information and any future updates regarding New Jersey HIB Law.



MISSION AND BELIEFS

OCEAN COUNTY VOCATIONAL TECHNICAL SCHOOL MISSION STATEMENT

The mission of the Ocean County Vocational Technical School system is to prepare students for job placement or further education leading to successful employment. We develop partnerships with affiliated schools, parents, business, industry and community agencies to create and deliver opportunities for students to participate in quality occupational programs and support services. These programs and services are designed to meet the needs of high school students and adult learners, as well as the requirements of employers, colleges, technical schools and the community. All students will achieve the New Jersey Core Curriculum Content Standards at all grade levels.

Our most important products are our quality graduates and our most important service is to provide them with skills for a lifetime.

We measure our success by:

- Enrollment in our programs
- Student attainment of marketable occupational skills
- Graduates capable and desirous of life-long learning
- Employer and graduate satisfaction
- Cost effectiveness of our total system
- Achievement of our graduates

PERFORMING ARTS ACADEMY MISSION STATEMENT

The Mission of the Performing Arts Academy of the Ocean County Vocational Technical School district is to provide a rigorous curriculum for creatively gifted and academically driven high school students. Our challenging coursework empowers graduates with the experience, knowledge, and 21st Century skills necessary to succeed in academia and arts industry. Our students will develop critical thinking skills to propel them into the global landscape of interconnectivity.

PERFORMING ARTS ACADEMY BELIEF STATEMENTS

The Performing Arts Academy provides an environment that encompasses the following beliefs:

- Education is a shared responsibility of the school district, students, family, and the community.
- The ability to think critically and creatively is achieved through an arduous academic curriculum.
- A nurturing environment fosters character, integrity, and good citizenship.
- An appreciation for social and cultural diversity is essential for success in a global society.
- Interdisciplinary curriculum that encourages the infusion of the arts and technology in academic courses prepares students for achievement in the 21st Century.

PERFORMING ARTS ACADEMY

The Performing Arts Academy is a four-year public high school administered by the Ocean County Vocational Technical School District. It is a part of the OCVTS Lakehurst Center located at the Joint Base McGuire-Dix-Lakehurst (JBMDL). The Academy opened in September, 2001 for students entering the 9th grade. The Academy is designed to provide performing arts curricula focused in dance, vocal music, acting, and audio engineering along with a college preparatory academic program. The school exists to provide a unique, nurturing, and challenging learning environment for students living in Ocean County who are gifted in the performing arts. Located in Lakehurst, New Jersey, the Performing Arts Academy is centrally located to the south of New York City, north of Atlantic City, and east of Philadelphia. The Ocean County Vocational Technical School District is responsible for recruitment, admissions, and the instructional program. There are over 23,000 high school students enrolled in Ocean County Public Schools. The Performing Arts Academy is a competitive, specialized high school that selects students for its 9th grade class each year from applicants.

The Performing Arts Academy prides ourselves on being a close-knit community where student success and learning are paramount. As a designated Blue Ribbon School (2014) our program has been very fortunate to be recognized for academic success, as well as being recognized in the theatre community for our dramas and musical productions. We are extremely proud of all these accomplishments and although we have attained these great successes we are continuously assessing strategies to further increase academic achievement, foster skills that make our students more valuable in the global community and infuse the most current technology. Our ultimate goal is to produce graduates with that can compete in industry and/or be successful in furthering their education.

GRADUATION AND CREDIT REQUIREMENTS

Students who meet all state and school graduation requirements are awarded a state-endorsed diploma. To graduate, a student must complete all of the course and credit requirements outlined in Board Policy 5460. It is the Board of Education's intent that all students will carry 40 credits annually in order to receive the full benefit of the school's comprehensive curriculum. **Each student must complete 160 course credits** in order to receive a diploma. Each student must also pass all sections of the required New Jersey state mandated test.

New Jersey State Graduation Requirements

English	20 credits
Math	15 credits
Science	15 credits
Social Studies	15 credits
Health & PE	20 credits
Visual & Performing Arts	5 credits
Career Ed. & Family Life Skills	5 credits
World Language	5 credits
Economics	2.5 credits
Electives	17.5 credits
Technology	integrated

New Jersey Total Required: 120 credits

Performing Arts Academy Graduation Requirements

English	20 credits
Math	20 credits
Science	15 credits
Social Studies	15 credits
Physical Education	15 credits
Health	5 credits
World Language	10 credits
Internship	2.5 credits
Economics	2.5 credits
Performing Arts History/Theory	5 credits
Performance Minor	5 credits
Visual/Performing Arts (Includes 5 credits Career Education)	40 credits
Elective	5 credits

Performing Arts Academy Total Required: 160 credits

Technology is integrated into all courses.

JumpStart – Jumpstart Ocean County College option available Junior & Senior years

STATE TESTING REQUIREMENTS

PARCC ELA Grade 9 \geq 750 (Level 4) <i>or</i>	PARCC Algebra I \geq 750 (Level 4) <i>or</i>
PARCC ELA Grade 10 \geq 750 (Level 4) <i>or</i>	PARCC Geometry \geq 725 (Level 3) <i>or</i>
PARCC ELA Grade 11 \geq 725 (Level 3) <i>or</i>	PARCC Algebra II \geq 725 (Level 3) <i>or</i>
SAT Reading* \geq 400 <i>or</i>	SAT Math* \geq 400 <i>or</i>
ACT Reading or ACT PLAN Reading \geq 16 <i>or</i>	ACT or ACT PLAN Math \geq 16 <i>or</i>
Accuplacer Write Placer \geq 6 <i>or</i>	Accuplacer Elementary Algebra \geq 76 <i>or</i>
PSAT10 Reading or PSAT/NMSQT Reading** \geq 40 <i>or</i>	PSAT10 Math or PSAT/NMSQT Math** \geq 40 <i>or</i>
PSAT10 Reading or PSAT/NMSQT Reading*** \geq 22 <i>or</i>	PSAT10 Math or PSAT/NMSQT Math*** \geq 22 <i>or</i>
ACT Aspire Reading \geq 422 <i>or</i>	ACT Aspire Math \geq 422 <i>or</i>
ASVAB-AFQT Composite \geq 31 <i>or</i>	ASVAB-AFQT Composite \geq 31 <i>or</i>
Meet the Criteria of the NJDOE Portfolio Appeal	Meet the Criteria of the NJDOE Portfolio Appeal

On August 3, 2016, the State Board of Education approved updated state regulations for the high school graduation assessments requirements in both English language arts (ELA) and mathematics for the Classes of 2016 through 2021, and beyond. These new state regulations (N.J.A.C. 6A:8-5.1) became effective on September 6, 2016.

The Classes of 2017, 2018, and 2019 – Students graduating as members of the Classes of 2017, 2018 and 2019 can meet graduation assessment requirements through any of these three pathways:

- (1) Achieving passing scores on high-level PARCC assessments;
- (2) Achieving certain scores on alternative assessments such as the SAT, ACT, or Accuplacer; or
- (3) The submission by the district of a student portfolio through the Department’s portfolio appeals process. (Special Education students whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies will continue to follow the graduation requirements set forth in their IEPs.)

The Class of 2020 – Students in the Class of 2020 can demonstrate graduation assessment proficiency through the same three pathways as those in the Classes of 2017 through 2019, provided that students in the Class of 2020 take ALL PARCC assessments associated with the high-school level courses for which they were eligible* and receive valid scores, as of the September 6, 2016 effective date of the amendments were adopted by the State Board of Education.

The Class of 2021 and Beyond – Starting with the Class of 2021, students will only have two pathways to meet the high school graduation assessments requirements:

- (1) Pass the ELA 10 and Algebra 1 assessments; or
- (2) The submission by the district of a student portfolio through the Department’s portfolio appeals process, assuming the student has taken all PARCC assessments associated with the high-school level courses for which they were eligible* and receives valid scores.

GRADING SYSTEM

The following range of grades has been approved by the Ocean County Vocational Technical School Board of Education:

<u>Letter Grade</u>	<u>Numerical</u> Marking Periods 1 and 3, Midterm Exam	<u>Numerical</u> Marking Periods 2 and 4, Final Exam
A+	95-100	95-100
A	90-94	90-94
B+	85-89	85-89
B	80-84	80-84
C+	75-79	75 -79
C	70-74	70-74
D	66-69	66-69
F	60-65	0 -65

I = Incomplete
NC = No Credit

Final Grade Calculations

- It is strongly recommended that parents frequently visit Parent Portal to keep abreast of student progress.
- Report cards, which are provided electronically, will be posted four times a year on Parent Portal (Approximately every 10 weeks). Paper report cards are available upon request.
- Marking period grades, combined with the midterm and final examination grades, shall be calculated as follows to produce a final semester grade in numerical form:

Academic subject areas grading:

Marking Periods 1 & 2, 3 & 4	= 75% (37.5 % each)
Midterm	= 10%
Final Exam	= 15%

Performance area grading:

Semester 1:	Semester 2:
Marking Periods 1 and 2 = 90%	Marking Periods 3 & 4 = 85 %
Midterm exam = 10%	Final Exam = 15 %

Exceptions: Minors, Economics, & Internship Classes (Syllabus will indicate grading break down). Drivers Ed grade is indicated on report card & transcript for insurance purposes.

- A minimum grade of 60 is used as the value of an F for 1st and 3rd marking periods, as well as midterm exam. Students receive the actual grade achieved for 2nd and 4th marking periods, as well as their final exam. They may also receive NC (no credit) in the calculation of a final average if attendance does not meet the state requirements.
- A student may also receive NC (no credit) in the calculation of a final average if attendance does not meet the state requirements.

COURSE OF STUDY (Subject to change)

Freshman Year

Performing Arts I (full year): dance, acting, vocal music, audio engineering
English I*
Algebra I*, Geometry*, or Algebra II* (Previous PARCC score play a role in initial math placement)
Biology*
World Civilization*
Physical Education/Health
FYES-First Year Experience Seminar (OCC-FYES 155)
Spanish I or II (Placement test to place out of Spanish I)

Sophomore Year

Performing Arts II (full year): dance, acting, vocal music, audio engineering
English II*
Geometry*, or Algebra II* or Elementary Functional Analysis (EFA)*
Chemistry*
Physical Education/Health/Driver's Education
Spanish II or Spanish III
Performing Arts Minor

Junior Year

Performing Arts III (full year): dance, acting, vocal music, audio engineering
English III*/AP Comp
Algebra II* and EFA* or Pre-Calculus* and Statistics*
Physics*
US History I*
Physical Education/Health
Live Sound for Audio Engineering majors only
OCC Jumpstart**

Senior Year

Performing Arts IV (full year): dance, acting, vocal music, audio engineering
English IV* or AP Literature
Electives: Spanish III, Pre-Calculus*, AP Statistics*, AP European History, Creative Writing, College Art, 21st Century Business Skills and Digital Applications, or Audio Technology (NON-Audio majors only)
US History II*
Physical Education/Health
Internship
Economics
Vocal Music, Dance, Acting, Audio Tech History/Theory

*Honors level offered

** OCC Jumpstart

Students at the Performing Arts Academy are exposed to block scheduling that is similar to a college/university. There are four periods each day and each period is 80 minutes long. All classes, except Health and Physical Education and English are one semester. Health and Physical Education and English are taught on an A/B block with alternating days for all four marking periods. This ensures equal amounts of instructional time for A and B classes.



There are numerous opportunities for social interaction, personal growth, development of social skills, and improvement of performing arts abilities in the Performing Arts Academy clubs and activities. In addition, our students have the chance to develop leadership ability, organizational skills and social awareness in these endeavors. Many of the clubs meet during our 20 minute activity period preceding lunch or after school. Transportation from any activities held after school hours will be the responsibility of the student.

CLUB AND ACTIVITIES 2017-2018

A Cappello (The Phantastix)
Bible Club
Black Box Players/Drama Club
Dance Club
Fall Drama
Film Club
Gay-Straight Alliance (GSA)
Instrumental Club
Interact (Rotary) Club
International Thespian Society
Literary Magazine-Wasabi
Math League
Model UN
Musical
National Honor Society
National Honor Society for Dance Arts
PAA Performance Troupe
Student Council (by grade level)
Student Mentors
Technology Club
Vocal Club
Voice Ensemble/Chorale
Yearbook

CLUB DESCRIPTIONS

A Cappello (The Phantastix) Students participating in this club will have the opportunity to rehearse and perform vocal acoustics without instrumental music.

Bible Club has been established by our students to foster and expand their knowledge and understanding of the Bible and to foster fellowship amongst them. This club is open to all students of the Performing Arts Academy.

Black Box Players is a student-run organization that encourages students from all majors to come together for one culminating performance. Students are responsible for all facets of the production including: directing, producing, acting, and running the tech aspects of the show. The advisors, Mr. Mastroianni and Ms. Weinberg simply provide supervision and motivation and occasionally will jump into a role if need be. This club is designed to promote student interaction and leadership throughout the course of a production.

Dance Club is for anyone and everyone who wants to improve his or her technical skills and enhance performance quality. This particular club is specifically designed to fit the needs of all levels of experience. Dance Club asks for student choreographers to create full length dances. These choreographers then hold an audition. Each member of dance club is placed in a student work. During dance club hours, all dance club members are learning choreography and rehearsing and refining movement material. All of this work is in preparation for "The Dessert Cabaret" which features dance club choreography and vocal club song selections. This year's Dessert Cabaret performance will be held on Thursday, June 9th.

Fall Drama is an extra-curricular production performed every year. All students, regardless of grade or major, are invited to audition. This production gives PAA student a chance to test their in-class knowledge on the stage and to experience a full rehearsal process and production. Past plays include the farcical comedy "Cocktails with Mimi", the spooky "Picnic at Hanging Rock", and Shakespeare's "Hamlet".

Film Club was created to provide our students with a unique opportunity to explore independent film projects, acquisition of useful knowledge about cinema as a vocation, critical examination of film as an art form and practical networking with current/former PAA students and professionals from film industry. Students in this club will be encouraged to attend and participate in film festivals and to create their own products.

Gay-Straight Alliance (GSA) club is a diverse group of students working together to help prevent discrimination on the basis of individual differences including sexual orientation, and gender-based issues. The foundation ideas come from the vision of "safe and effective schools for all students."

Instrumental Club Students involved in the Instrumental Club have the opportunity to collaborate with staff and peers in non-instructional instrumental activities.

Interact Club is a community service organization that is associated with the local Rotary Club. This club is in its first full year as a PAA organization. Interact club plans and implements projects that benefit the local and international communities. The mission of the PAA Interact Club is to offer fun

activities which are meaningful service activities while helping members to develop their leadership skills and make new friends.

International Thespian Society (ITS) The International Thespian Society has been honoring excellence in the work of theatre students since 1929. Each troupe is led by a troupe director who is a professional member of the Educational Theatre Association. Students earn an invitation to Thespian Society membership on the basis of their achievements in the school's theatre program. The Performing Arts Academy is home to Troupe 6185 and inducts qualified sophomores, juniors, and seniors each spring. Thespian Members get the chance to compete in the New Jersey state competition (which may qualify them for the National competition in June), compete for scholarships, attend workshops with professional theatre artists, and connect with other theatre students and colleges.

Literary Magazine, Wasabi is a student driven, multi-genre publication printed once a year. It is an avenue for creative and artistic expression produced by PAA's students. The staff of the magazine consists of an Editor-in-Chief, assistant editor, and a photo/art editor. Positions are filled through a vote of all magazine members.

Math League is a great opportunity for students that have a passion for math. Students who compete in Math League may list this activity on their resume and college applications. Students who achieve top scores in the County will receive additional documentation and recognition from Math League. Participation in Math League may also help students to perform with confidence on other standardized tests.

Model UN/Global Classrooms is an innovative educational program/club that engages students in an exploration of current world issues through interactive simulations and curricular materials. Global Classrooms cultivates literacy, life skills and the attitudes necessary for active citizenship. At the core of Global Classrooms is Model United Nations, wherein students step into shoes of UN Ambassadors and debate a range of issues on the UN agendas. (<http://www.unausa.org/global-classrooms-model-un/about-global-classrooms-model-un>)

Musical is a wonderful opportunity for all the majors to work together. This extra-curricular production is performed at the gorgeous and historical Strand Theatre in Lakewood. All students are invited to audition to be part of the cast or participate behind the scenes as stage managers, set crew, follow spot operators, props masters, and costume crew. Cast members have the benefit of working with instructors from all majors to enhance their performance. Past musicals include "Les Miserables", "Crazy for You", and "Into the Woods".

National Honor Society (For additional information see student handbook/agenda)

The Performing Arts Academy is proud to be one of more than 12,500 high schools across the United States participating in the National Honor Society. The selection process is described below in an excerpt from the chapter by-laws. Eligible students will receive a letter of invitation and instructions for applying soon after the fall semester ends.

ARTICLE II
MEMBERSHIP

Section 1. Membership in this chapter shall be known as active and graduate. Active members become graduate members at graduation. The graduate members have no vote.

Section 2. Membership in this chapter is an honor bestowed upon deserving students by the faculty and shall be based on the criteria of Scholarship, Service, Leadership, and Character.

Section 3. To be eligible for selection to membership in this chapter, the candidates must have been in attendance for a period of one semester at the Performing Arts Academy of OCVTS.

Section 4. Candidates eligible for election to this chapter must be members of the junior or senior class. Candidates eligible for election to the chapter shall have a minimum cumulative grade point average of 90%. This scholastic level of achievement shall remain fixed, and shall be the required minimum scholastic level of achievement for admission to candidacy. All students who can rise in scholarship to or above such standard may be admitted to candidacy for selection to membership. Their eligibility shall then be considered based on:

Service - This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit. Each candidate for membership should be able to demonstrate a minimum of 15 hours of service to their school or community since 9th grade.

Leadership - Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activities while working with or for others. Each candidate for membership should be able to demonstrate a minimum of 2 positions of leadership in their school or community since 9th grade.

Character – The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others, and generally maintains a good and clean lifestyle. Faculty members of the Performing Arts Academy will complete a Faculty Evaluation Form that will help the faculty committee select candidates for membership. In addition, high school disciplinary records will be checked.

The National Honor Society for Dance Arts celebrates achievements of exceptional students studying dance in middle and high schools, private schools or studios, performing arts organizations, and community centers. The goals of NHSDA are 1) To promote and honor outstanding artistic achievement in dance students 11-18 years of age; (2) to encourage well rounded young dance artists to be leaders in their communities; and (3) to identify honor students of junior and senior high school age for nomination to the NDEO's Artistic Merit, Leadership, and Academic Achievement Award, one the highest honors' programs in the United States.

Performance Troupe is a traveling, recruiting ensemble open to sophomores, juniors, and seniors who meet pre-determining criteria. Students that are invited to audition for Performance Troupe have achieved a GPA of 85 or higher, ALWAYS demonstrate responsibility and cooperation in all endeavors, and are active students in the Performing Arts Academy. Its purpose is to educate middle school students about the OCVTS Performing Arts Academy through presentation and performance.

Student Council members are elected by their peers, for each grade level, at the start of the school year. A president, vice-president, secretary and publicist work together on fundraising activities such as dances, bagel sales, car washes, etc. to raise money that will defray the cost of their senior prom.

Through these events students gain valuable leadership, organizational and time management experiences.

Senior Mentors contact incoming freshman to answer any questions they may have about attending PAA. They assist with the freshman transition into high school and many participate in freshman orientation.

Technology Club is an after school program designed to give students experience in the technical theater field. Freshman through senior students are encouraged to attend. Students run the club with supervision from Mr. Bourke. The club meets 1-2 times per month for 1.5 hours each meeting. The students who attend the meetings are eligible to tech school activities/functions with first priority.

Vocal Club is open to all students at the Performing Arts Academy. Students who join Vocal Club select their own pieces and then stage and costume it themselves. Vocal Club is an opportunity for students to perform styles of music they may not be performing in class, and allows Dance and Acting majors to get experience singing on stage. The Vocal Club performs at the Dessert Cabaret in June with the Dance Club and Vocal Ensemble.

Voice Ensemble is an auditioned group open to all Performing Arts Academy Students. Our repertoire ranges from the Classical and Madrigal literature to Jazz and Pop arrangements with a culminating performance in the spring. This group is often called upon for community appearances and public ceremonies in Ocean County.

Yearbook Club captures all the amazing memories made daily here at the Performing Arts Academy. We take all the lovely photos and carefully place them into a book to be remembered by students for years to come. Yearbook has taught its members the important characteristics of a team, as well as time management and organization. The yearbook also serves as an outlet for expression and creativity.

COURSE DESCRIPTIONS

ENGLISH

English 1

Our English I courses stress reading, literary analysis and comprehension skills. Selected readings include works from around the world and classic literature is the textual focus. Writing activities are thematically linked to the readings and require students to make connections between what they read and real life experiences. In addition students participate in writing activities to meet Common Core Standards and prepare them for English I Partnership for Assessment of Readiness for College and Careers (PARCC) administration. Students study the works of a wide variety of authors both contemporary and classic and selected novels are part of the curriculum. Grammar comprehension is reinforced through direct instruction. A classical vocabulary program is utilized for SAT test-preparation, and research skills are reinforced via project work.

English 2

English II involves students in the experience of literature. Lessons are based on selections enabling students to practice reading strategies in a variety of challenging ways. Emphasis is placed on literary analysis, and literature instruction is coordinated with the course's textbook, as well as selected novels and plays. Drama units include the study of Ancient Greek theatre and Elizabethan Drama. A formal research project according to MLA standards is necessary for successful completion of the course. Student writing is aligned with Common Core Standards, prepares students for English II PARCC assessments, and establishes guidelines: process writing and final product quality are stressed. Grammar is reinforced through direct instruction with a classical vocabulary program for test preparation.

English 3

English III is a survey course that traces the roots of the American literary experience, from early Native American folk tales and folk lore, to modern American drama. Formal assessments allow students to apply newly acquired skills to each literary selection. Emphasis is placed on literary analysis, and text-based instruction is coordinated with classical and contemporary selections. The course is designed to meet the Common Core Standards and New Jersey Core Curriculum Content Standards for Language Arts as well as developing skills for successful completion of the English III PARCC and Scholastic Aptitude Test (SAT). Students are required to complete a formal research project according to MLA standards in order to pass the course.

English 4

English IV integrates the study of language and literature to strengthen personal literacy skills. Emphasis is placed on reading, textual analysis, cultural research, and composition. British literature is the textual focus. Text-based instruction is coordinated with classical and contemporary selections. Grammar is taught

functionally and emanates from the literature, research and practical exercises taken from a variety of sources. The curriculum covers the skills of reading, writing, speaking and listening for students planning to attend college. Student understanding of grammar is reinforced through composition, and research skills are enhanced via project work.

Honors English

In addition to our general English courses, we offer Honors English at each grade level. Students enrolled in our honors courses will take a more in-depth view of topics, at a quicker pace. These courses have been developed to provide students with a rigorous curriculum that is expected to challenge their methods of thinking.

Creative Writing

This course has been designed for the student who has a strong interest in developing a talent for writing. The basic tools for the creative writer are examined, and each student samples various modes of writing, including: advertising, journalism fractured fairy tales, magazine writing and poetry. The emphasis of this course is assisting young scribes to develop a writing style and perhaps a writing specialty. Students will work cooperatively to analyze and critique the submissions of colleagues. Some of the students' work may be submitted for publication.

Advanced Placement Literature and Composition

This advanced placement course is designed to prepare college-bound students to critically analyze literature and composition on a challenging college level. This course will include an intensive study of American and British literary works written from a variety of genres representing various literary periods from the sixteenth century to the present. The curriculum requirements are based on the AP® English course description and are intended to prepare each student for the corresponding College Board exam at the end of the academic year. By the end of the course, students will have studied the *writer's* craft: use of language, character, action, theme, structure, meaning, value, and relevance. British and American works will help provide the models for organization, unity, and development for students to analyze written and oral expressions.

Advanced Placement Language and Composition

This advanced placement course is designed to prepare college-bound students to take an analytical rhetorical approach to traditionally read nonfiction, visual media, and fiction essays. To achieve this, students will focus on texts in a variety of forms, such as traditional essays, speeches, letters, editorials, and visuals. The texts are vastly varied by time period, geographical location, race, gender, and ethnicity. The exam encourages this attention to diversity in its choice of passages for both the multiple-choice and essay sections. Female writers; African-American, Hispanic, or Asian-American writers; seventeenth- and eighteenth-century writers -- all are presented as part of the universe of nonfiction writers.

MATHEMATICS

Algebra I

This course is designed for students who have had experience with algebraic concepts at the middle school level. Students will build upon this foundational knowledge base through a variety of discovery style learning activities centered on the integration of technology. Topics will range from fundamental algebraic concepts to more advanced concepts like probability and data analysis. Students will explore various algebraic topics both numerically and graphically: operations with real numbers, linear equations and functions, the laws of exponents, quadratic equations and functions, operations with polynomials, an introduction to factoring, rational equations and functions, and operations with radicals. In addition, problem-solving strategies for both the Algebra I Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and the Scholastic Achievement Test I (SAT I) are stressed. Students will also use scientific/graphing calculators as a learning/discovery tool.

Geometry

Students will explore Euclidean geometry, basic trigonometry and other areas of enrichment. By studying Geometry our students discover the tools and language to explore our physical world. We will use inductive and deductive reasoning to study the mathematics of shapes and volumes, points, lines and planes. In order to promote higher level and self-directed learning, independent and cooperative projects are frequently assigned throughout the course. Knowledge of geometry is essential to predict and define patterns in our world. Skills and strategies for success on the Geometry Partnership for Assessment of Readiness for College and Careers (PARCC) test are emphasized.

Algebra II

This course builds upon the solid mathematical foundation that was prepared in Algebra I. Daily homework assignments are a vital component of this course along with the ability to apply critical thinking skills. Students will revisit linear and quadratic functions that were first explored in Algebra I, but will now take their understanding to a deeper level. Students will then explore matrices as well as exponential, logarithmic, polynomial, rational, and radical functions. Graphs of these functions and their transformations will be emphasized, and the relationships among the functions will be explored. To deepen their understanding, students will make extensive use of graphing calculators throughout the course. Along these ends, emphasis will be on problem solving and applying mathematics to real-world problems. Activities that stress skills for the Algebra II Partnership for Assessment of Readiness for College and Careers (PARCC) test are highlighted.

Elementary Function Analysis Curriculum (EFA)

The goal of this course is to strengthen students' algebra skills while introducing the basic fundamentals of functions. The students will be able to compare the behavior and graphs of various functions and relations. The course ranges from elementary

polynomial functions to the more advanced trigonometric functions and is designed to arm students with the tools necessary to excel in Pre-calculus and Calculus. The course begins with a rigorous review of topics in algebra, which the students will now be taking to a more advanced level. They will cover topics such as graphing lines and parabolas, solving quadratic, polynomial, rational and radical equations and inequalities. An emphasis will be placed on the different methods that can be employed to solve one particular problem or using the quadratic formula. The course then goes into a thorough introduction into the topic of functions and function transformations. Focus is placed on the domain and range of functions, graphically and algebraically as well as function operations such as composition of functions. Students will compare the behavior of different families of functions: polynomial, rational and radical and the difference within each family as the function is transformed. Students will explore the behavior of functions that do not fit into the general families of functions such as functions with holes and piecewise defined functions. The course then delves into the graphs of relations, which are not functions: conics. The course ends with an overview of trigonometric concepts from trigonometric identities and equations to the graphs and behavior of trigonometric functions.

Honors Pre-Calculus

Pre-Calculus is a comprehensive analysis course which focuses on algebraic and transcendental functions. As with all mathematics courses, daily out of class preparation is a vital component of pre-calculus along with the ability to apply higher level critical thinking skills. In addition to function analysis, topics include vectors, parametric equations, and computer algebra systems. There are several cooperative laboratory projects in which students model real-world data with relations and functions as well as solve rigorous problems that require the use of technology. The last quarter is devoted to a study of introductory calculus topics such as limits, continuity, and the concept of a derivative.

Honors Statistics

This course is designed to introduce students to the basic principles of descriptive statistics, exploratory data analysis, design of experiments, observational studies, simulations, probability, and fitting models to data. The course also looks at principles such as confidence intervals and hypothesis testing, statistical inference, measuring the probability of an event, and using probability in decision making.

Honors Calculus

In this course, students learn to analyze functions by exploring continuity, evaluating limits, finding derivatives, using derivatives to sketch graphs and locate extrema, and solve real-world problems by applying the derivative. This course also focuses on techniques of integration and solving problems that require the application of integrals. Students will make extensive use of graphing calculators throughout the course.

Honors Algebra I, Geometry, Algebra II and EFA

In addition to our college prep math courses, we offer Honors Mathematics courses at for each of these courses. Students enrolled in our honors courses will take a more in-depth view of topics, at a quicker pace. These courses have been developed to provide students with a rigorous curriculum that is expected to challenge their methods of thinking.

Advanced Placement Calculus

In this course, you will work with functions represented graphically, numerically, analytically and verbally as you study limits, derivatives and integrals. Calculus that is offered at the Advanced Placement level will prepare students to take the AP Calculus AB exam.

Advanced Placement Statistics

The purpose of this course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes; Exploring Data: Describing patterns and departures from patterns; Sampling and Experimentation: Planning and conducting a study; Anticipating Patterns: Exploring random phenomena using probability and simulation; and Statistical Inference: Estimating population parameters and testing hypotheses. Statistics that is offered at the Advance Placement level will prepare students to take the AP Statistics exam.

PERFORMING ARTS

AUDIO ENGINEERING

Audio Engineer I (Introduction & Studio 101)

Audio Engineering I will introduce students to the world of audio. Starting with the science of sound and waveform characteristics, this curriculum will prepare students for understanding how sound is created, captured and manipulated through various mediums. Students will be introduced and exposed to the wide array of audio related jobs in the industry. Students will examine microphone design, selection and placement through applications ranging from studio recording, concert sound and theatre production. Audio Engineering I will also introduce Avid Pro Tools, the industry standard DAW for audio production. Knowledge of this software and all other audio topics will be built upon during the 4-year Audio Technology course.

Audio Engineering II (Studio 202 & Live Sound 101)

This course will increase the students understanding of techniques used in today's industry. With specific courses in both Live Sound and Studio Recording, Audio Engineering II students will utilize and further the knowledge gained from Audio Engineering I. This course will include many hands on projects and real world situations fused into both courses.

Audio Engineering III (Live Sound 202 & Pro Tools Certification)

Audio Engineering III will continue to challenge student's *curriculum* in advanced Live Sound and Studio Recording through extensive, more-detailed projects. Students will have the opportunity to receive a Pro Tools User Certification by taking classes in Avid Pro Tools 101 and Avid Pro Tools 110.

Audio Engineering IV (Senior Thesis Project & Advanced Production Techniques)

Audio Engineering IV combines skills learned in Audio Engineering I, II, and III and will introduce students to advanced techniques in Studio Recording, Music Production, Live Sound, Avid Pro Tools and more. As our most advanced students, Audio Technology IV students will mentor our younger, new students. In addition, Students will continue to enhance their knowledge through more real-world practical applications.

Live Sound

Live Sound will educate students on the techniques and processes used in the concert production, touring, and theatre industry. Students will learn to operate both analog and digital consoles using state of the art technology, as well as microphone placement and techniques that are used in live sound scenarios. Extensive training on different types of loudspeaker systems, subwoofers, monitors, crossover, and speaker system management (DSP) will also be given. Students will gain experience with small all-in-one systems as well as large full production type systems. Signal flow and troubleshooting will also be involved with each lesson in this class.

Audio Engineering History and Theory

This course was implemented to focus on the history and theories of audio technology throughout a historic timeline.

Senior Internship in Audio Engineering

In promoting the foundation of vocational success in the performing arts field, the Performing Arts Academy incorporates hands-on experience via an internship program. Throughout their senior year of study, students will be required to participate in a meaningful Structured Learning Experience in their major at an approved setting. These experiences will practically apply the students' technical knowledge, enhance their resumes, as well as promote their exposure as performing artists. In addition to this experience student will create multi-sensory project based on their Senior Thesis Paper, as well as be given technical instruction in the areas needed to create an effective portfolio. The primary engine we currently use is Microsoft Power Point. Topics in Power Point will include but not be limited to inserting movies and sounds, creating "menu" slides, internal links and using "pack & go". Additionally we will cover how to create a movie from digital pictures in Photostory, using music to set the tone and more.

DANCE

Dance I

Basic concepts and principles of Ballet Technique will be covered with emphasis on body placement/alignment, basic body positions, ballet terminology, and barre work. Students will be introduced to Modern Technique through a "free-form" based movement class focusing on time, space and energy. Use of rhythm and dynamics will be introduced through different styles of Jazz dance (focus on Theatre Jazz). They will continue their studies with early dance history beginning with Renaissance dance and Louis XIV court dances. Students will also prepare for main-stage productions through intense repertoire rehearsals that take place during class time. All students will keep a dance journal to document their experiences in technique class. *Freshmen Class Project- Black History Month Project (featuring African American Performing Artists)

Dance II Basic concepts and principles of Ballet will be revisited through daily barre work and center work during technique class. Adagio, petite allegro, and grand allegro work will be covered routinely. In Modern Technique, students will be introduced to beginner concepts of Graham Technique. Students will also be introduced to elements of choreography through improvisation class. Dance History studies continue with the Romantic Period, Classical and Neo-Classical for Ballet History and an introduction to Modern Pioneers for Modern Dance History. Students will learn how to maintain their body through Body Maintenance Class with focus on nutrition and eating disorders. Students will also prepare for main-stage productions through intense repertoire rehearsals that take place during class time. All students will keep a dance journal to document their experiences in technique class.

Dance III

Basic concepts and principles of Ballet will be revisited through daily barre work and center work during technique class. Adagio, petite allegro, and grand allegro work will be covered routinely. In Modern Technique students will continue to participate in a "free-form" based movement class with focus on partnering and sharing weight. Students will also be introduced to an introductory level of Limon technique. Use of rhythm and dynamics will be revisited through different styles of Jazz dance. (Contemporary Jazz) Students will be introduced to choreographic concepts through movement tasks, improvisation, classroom discussion and journal writing. Students will learn how to maintain their body through Body Maintenance Class with focus on body conditioning and intensive stretch. Dance History studies continue with world dance and cultural dance studies. Students will also prepare for main stage productions through intense repertoire rehearsals that take place during class time. All students will keep a dance journal to document their experiences in technique class.
*Junior Class Project- College Research Project

Dance IV

Basic concepts and principles of Ballet will be revisited through daily barre work and center work during Technique class. Adagio, petite allegro, and grand allegro work will be covered routinely.) Modern Technique focuses on the movement concepts of Lester Horton. Use of rhythm and dynamics will be revisited through different styles of Jazz dance (Classical Jazz) Choreography studies will continue as students will create a dance composition piece using a minimum of 3 dancers. Students will learn how to maintain their body through Body Maintenance Class with focus on relaxation techniques and anatomy/injury prevention. Dance History studies will require students to review their studies from previous years, while taking a separate Dance History & Theory course. Students will also prepare for main-stage productions through intense repertoire rehearsals that take place during class time. All students will keep a dance journal to document their experiences in technique class.
*Senior Class Project- Career Management, College Application Process.

The Dance Minor

This course is designed to equip the students with viable dance skills and performance technique. Students will develop artistic growth through the practical application of specific dance techniques. The student will develop an aesthetic sensibility in dance through the performance of dance repertoire. They will learn how to apply technique in these components in order to grow as both artists and human beings.

Dance History and Theory

This course was implemented to focus on the history and theories of dance throughout a historic timeline in conjunction with the dance program's design to develop serious minded individuals who plan on a career in dance. The goal of the course is to equip the students with a useable historical timeline of dance from the essence of movement as communication to a plethora of resources within the dance world today, as the base of knowledge for success in this field.

Senior Internship in Dance

In promoting the foundation of vocational success in the performing arts field, the Performing Arts Academy incorporates hands-on experience via an internship program. Throughout their senior year of study, students will be required to participate in a meaningful Structured Learning Experience in their major at an approved setting. These experiences will practically apply the students' technical knowledge, enhance their resumes, as well as promote their exposure as performing artists. In addition to this experience student will create multi-sensory project based on their Senior Thesis Paper, as well as be given technical instruction in the areas needed to create an effective portfolio. The primary engine we currently use is Microsoft Power Point. Topics in Power Point will include but not be limited to inserting movies and sounds, creating "menu" slides, internal links and using "pack & go". Additionally we will cover how to create a movie from digital pictures in Photostory, using music to set the tone and more.

THEATRE

Theatre I

This course consists of basic vocal and movement techniques for the actor. The students will begin their technique study with acting exercises based on Konstantin Stanislavski's book *An Actor Prepares*. They will develop their actor awareness skills by practicing the imagination exercises of, but not limited to, Stella Adler, G.O.T.E (Goal, Obstacle, Tactic & Expectations) of Robert Cohen and the sensorial memory exercises of Lee Strasberg. Voice, body imagination, improvisation and pantomime units provide to the growing repertoire of techniques in their advancement. Play's structural and dramaturgical components as well as genre types will analyzed as well. Acting Theorist and Theater Companies are groundwork for the mastery of the beginning stages of theater education. Students will receive a comprehensive study of technical theater. The beginnings of theater and it's foundations round out a rigorous year of study.

Theatre II

This course continues the training using Peter Oyston's Stanislavski practice exercises, Michael Chekhov's character exercises as well as Uta Hagen's exercises and her "six steps" to building characters from the inside out. Students will also learn about and create their own stock characterizations of Commedia dell'Arte and the rough and ready method of performing "Shakespeare." Students will perform a scene or monologue by an American Playwright and learn about various American playwrights. Further, a study in British Standard dialect (R.P.) and Delsarte and Laban Movement Technique will develops the exterior of characters into full-blown stage worthy creations. A study in Renaissance and Elizabethan theater gives a fascinating background into the changes in theater of those periods. A continuing education in technical theater rounds out the second year of course study.

Theatre III

This course includes the theories from Stanislavski's third book *Creating a Role*. The students will learn the processes of preparing a role from first impressions to final

stage performance. They will learn to solve the “demands of the text” by doing role and character analysis. As means to develop their imaginations using the Stella Adler technique, the “pinch and ouch” theory of Sanford Meisner, students will partake in a unit on Meisner’s exercises as well as Stella Adler and *Acting for the Camera*. In addition, the student will learn to apply Stanislavski’s System to classical material such as French Neo-Classical and Restoration; study southern dialect and the Alexander Technique of voice and body awareness; and modern, as well as contemporary European plays.

Theatre IV

Advanced work in acting methods, students will apply working knowledge of their four years of study to text and materials that culminate in a thesis production. For further training in stage acting, students will also partake in Anne Bogart’s Viewpoints. A unit of study in film and television production will culminate into a film project. As well, a unit in playwriting will develop dramatic writing skills for possibilities of other career options. Further, the student will learn audition and interview techniques to prepare for a career in acting and other performing arts related fields as well as acceptances into colleges. The thesis production should be at least ten minutes of material that has inspired, moved, or grabbed the performer attention. Finally, a study of filmmakers round out the high school education.

Theatre Minor

This course includes basic level work in acting technique. The student will be able to properly warm up physically, vocally and mentally as a basis to build a strong acting technique they can use with both their dance and vocal training. Further, the dancer or vocalist will learn to use acting technique as a stand-alone from those two disciplines. Units in Improvisation, Pantomime and Characterization will be employed to give the performer a strong core in acting. The course will accumulate into a final practical where the performer will execute proficient acting technique using monologue or scene work.

Theater History and Theory

This course covers the important epochs in theatre history including the Greeks, Roman, Medieval cycle plays, Renaissance, Noh, Kabuki, Bunraku, Elizabethan, The Spanish Golden Age, French Neo-Classicism, the English Restoration, Romanticism, Melodrama, Realism, Absurdism, and the history of the American Musical. Students will learn about the political and historical context of each era as well as the notable playwright’s theaters, plays and actors from each period. Basic theatre terminology, hierarchy, technology, and practices are reviewed for the exit exam. Projects include directing the sophomore actors in scenes, creating set designs and models built to scale, starting their digital portfolios and creating their Senior Thesis.

Senior Internship in Theatre

In promoting the foundation of vocational success in the performing arts field, the Performing Arts Academy incorporates hands-on experience via an internship program. Throughout their senior year of study, students will be required to participate in a meaningful Structured Learning Experience in their major at an

approved setting. These experiences will practically apply the students' technical knowledge, enhance their resumes, as well as promote their exposure as performing artists. In addition to this experience student will create multi-sensory project based on their Senior Thesis Paper, as well as be given technical instruction in the areas needed to create an effective portfolio. The primary engine we currently use is Microsoft Power Point. Topics in Power Point will include but not be limited to inserting movies and sounds, creating "menu" slides, internal links and using "pack & go". Additionally we will cover how to create a movie from digital pictures in Photostory, using music to set the tone and more.

VOCAL

Vocal Music I

First year voice students will learn how to read and notate music including all of the major scales. They will learn how to sight-sing through solfege symbols and hand signs and number notation. They will learn to sing intervals up to the Perfect 5th. The students will learn about music genres and specific composers through reading and listening examples. Students will learn the fundamentals of healthy singing – including proper diaphragmatic breathing and breath support. They will learn the physiology involved in the breathing process. Students will be exposed to a Song Preparation Format, outlining all of the steps to being able to successfully portray a character through song. The students will be exposed to American Art Song and Musical Theater, as well as the proper accompanying diction.

Vocal Music II

Students will learn how to read and notate all of the major scales and all of the white key minors (three forms). They will expand their sight-singing skills through simple melodies. They will learn to sing intervals up to the 8ve. They will learn to build basic triads. Students will continue to be exposed to all of the music genres and specific composers through reading and listening examples. They will continue to learn the fundamentals of healthy singing. They will learn the physiology involved in the larynx and phonation. Students will continue utilizing the Song Preparation Format, expanding their repertoire to include Italian Art Song.

Vocal Music III

Students will continue their studies building on the skills and concepts learned in sophomore year. This includes triads and seventh chord and how they function within major and minor keys, more advanced sight-singing, including compound meter and harmonic patterns, studies of the Classical period and Broadway in the 1960's and 70's, and the physiological process of resonance and articulation. Students will continue working on vocal technique through in class solo songs, small group work, and ensemble pieces in various styles. Students will perform in two large showcases and at as the technical crew for one of two shows in May or June. Students will also begin the college research process.

Vocal Music IV

Students will continue their studies building on the skills and concepts learned in junior year. This includes studying the process of vocal coordination and vocal

classification, advanced studies in sight-singing and ear-training, and contemporary musical theatre. Students will also take a separate Music Theory and History class that will cover classical music history since 1820, jazz history, world music, and the basics of composition. Senior Vocalists also create a Senior Thesis project as well as a Digital Portfolio. Students will continue working on vocal technique through in class solo songs, small group work, and ensemble pieces in various styles. Students will also prepare for the college application and audition process. Senior Vocalists will perform in two large showcases and a Senior Thesis Performance.

Vocal Minor

This course has been developed to meet the needs of 10th grade high school students, with an emphasis on pursuing a career in the performing arts. Through individual work, students will develop a basic understanding of the art of singing, learning how to interpret and present a musical selection in an audition scenario. The goals of the Vocal Minor Course are as follows: the promotion of artistic growth, the cultivation of technical skill and versatility, and the foundation of vocational success in the performing arts field.

Vocal History and Theory

In this course, students will analyze prepared musical scores to demonstrate how elements of music are manipulated. They will examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in musical compositions. They will listen to and study a diversity of musical works to discern similarities and differences in how the elements of music have been utilized. Finally, they will compose their own chord progressions using a chosen system of notation. In the Music History component, the students will review all eras covered in Music History I, II, and III, as well as be introduced to 20th century classical music, jazz history, the history of rock, and multicultural music. Students will listen to and watch example pieces to reinforce concepts.

Senior Internship in Vocal

In promoting the foundation of vocational success in the performing arts field, the Performing Arts Academy incorporates hands-on experience via an internship program. Throughout their senior year of study, students will be required to participate in a meaningful Structured Learning Experience in their major at an approved setting. These experiences will practically apply the students' technical knowledge, enhance their resumes, as well as promote their exposure as performing artists. In addition to this experience student will create multi-sensory project based on their Senior Thesis Paper, as well as be given technical instruction in the areas needed to create an effective portfolio. The primary engine we currently use is Microsoft Power Point. Topics in Power Point will include but not be limited to inserting movies and sounds, creating menu" slides, internal links and using "pack & go". Additionally we will cover how to create a movie from digital pictures in Photostory, using music to set the tone and more.

HEALTH AND PHYSICAL EDUCATION

Physical Education

This course presents a full spectrum of knowledge and skill experiences in the area of physical education in order to equip students to maintain active lifestyles, identify fitness needs and objectives, and achieve well being throughout their lives. The course consists of planned learning experiences which will assist students in gaining understanding, attitudes and practices related to fitness, rhythm and cooperative activities as well as team and individual sports. Topics and activities will include good safety practices, terminology, biomechanical and physiological principles, concepts and principles of health-related fitness, personal and group fitness activities, fitness assessment, nutrition, consumer issues, and benefits of participation.

Health I

The course emphasizes and promotes responsible student attitudes and behaviors in the pursuit of lifelong wellness. This course gives freshmen a foundation of knowledge to enable them to make healthy lifestyle choices, in addition to the state required ten hours of annual instruction in substance awareness for ninth grade students.

Health II (Driver's Education)

Sophomores will receive thirty hours of driver education theory and safety instruction in preparation for the NJ State Motor Vehicle written examination. This course is intended to prepare students to responsibly operate a motor vehicle in today's society. Students must, however, meet all State regulations and standards to qualify for a learner's permit.

Health III

The course will provide juniors with the essential tools and skills for making informed decisions, recognizing risk reduction and prevention strategies in the areas of optimum wellness, substance awareness and sexuality.

Health IV

This course will provide seniors with the essential tools and skills for learning behavioral changes that enhance each body system, injury prevention measures, different ways people express emotions, and substance awareness and sexuality. The course will also provide students with knowledge and skills necessary to respond appropriately to common first aid emergencies and CPR training. Additionally, students will learn the rules for maintaining safety on the water (boating, jet skiing, etc.) and all students will have the opportunity to earn their boaters license.

SCIENCE

Biology

Biology is an activity driven course that covers topics in great depth and at a fast pace. Out of class preparation is a vital component of this course along with the ability to apply critical thinking skills. Instruction will include inquiry-based learning along with traditional learning styles. The curriculum emphasizes cellular biology, levels of organization, photosynthesis and respiration, genetics, evolution, bio-diversity and conservation. Students are exposed to a sampling of major living groups while utilizing the scientific method and are expected to expand their understanding of the framework of notes delivered in class by studying their text and outlining each unit. The rigorous nature of the material being taught at this level requires students to be both highly motivated and self-directed.

Chemistry

This course encourages the development of higher-level thinking and problem-solving skills via self-directed activities and assignments. Out of class preparation is a vital component of this course along with the ability to apply critical thinking skills. Direct student experience is required in all lab exercises. Students will learn the basics of chemistry and use the periodic table as an information tool. Students will also learn about stoichiometry, atomic structure and theory, bonding, kinetic molecular theory, solutions and colligative properties, various equilibriums, kinetics, thermodynamics and electrochemistry. The scope of this course ranges from a study of the basic structure of matter to the complex reactions found in the chemistry of life. Students will also explore bonding, kinetic theory, and the nature of matter in solution.

Physics

The Physical curriculum is designed to continue the investigation of the concepts that guide inquiry in science. Students will be engaged in traditional and experiential classroom activities as they explore various topics in science. Physical will provide a rich knowledge base as a foundation for the continued study of science. Among the topics in Physical are: Newton's laws of motion, kinematics, centripetal acceleration, work and energy, electricity and magnetism, oscillations, and lighting/optics. Various instructional activities are included to aid in the student's understanding of the physical world around them.

Anatomy and Physiology

The course content of human anatomy and physiology is devoted to the study of specific parts and systems of the human body. Students will learn how each part of the body is dependent for its survival and proper functioning upon the coordinated operation of all the other body systems. This course has an emphasis on those systems that are of most interest to the future performing artist such as the skeletal, muscular and cardiovascular systems. Anatomy and physiology is taught through

Science Courses

class discussion, laboratory activities, specimen manipulation and dissection, field activities and computer simulation. This course is particularly critical to our performing arts students since their future livelihood is so dependent upon optimal body function in their craft.

Honors Science

In addition to college prep Science courses, we offer Honors Science at each grade level, except Anatomy and Physiology. Students enrolled in our honors courses will take a more in-depth view of topics, at a quicker pace. These courses have been developed to provide students with a rigorous curriculum that is expected to challenge their methods of thinking.



SOCIAL STUDIES

World Civilization

World Civilization integrates the study of history and culture to foster awareness of the Modern World. The course concentrates on determining the historical origins of some of the challenges facing the world in the age of Globalization. Students will first examine the cultures that existed in the Middle East, Asia, Central and South America, and Africa prior to the Age of Exploration and the Industrial Revolution. They will then study how exposure to the European powers and the impact of the Industrial Revolution affected the aforesaid cultures and led to their state in the age of Globalization. Emphasis is placed on cultural research and the reinforcement of Social Studies skills.

United States History I

US History I concentrates on “chapters” in American history through engagement with the words of the individuals who contributed to the “story” of the United States. US History I addresses “chapters” in the “story” of America from the American Revolution to the Progressive movement. Students will trace the political, economic, cultural, and geographic development of the United States of America. Emphasis is placed on the close reading of historical documents, textual analysis, historical research, and the reinforcement of Social Studies skills.

United States History II

US History II examines the Age of Expansion, Progressivism, our nation’s involvement in World War I and Vietnam, and concludes with an analysis of post-9/11 America. Emphasis is placed on the close reading of historical documents, textual analysis, cultural and historical research, and the reinforcement of Social Studies.

Economics

The goal of this economics course is for students to demonstrate a basic understanding of economics, with a concentration on micro-economics. Students will be introduced to several topics in macroeconomics, and be required to understand basic workings of the stock market, supply and demand, basic business practices, and societal economic challenges. In micro economics, students will gain a secure hold on their personal financial future. This extended unit will illustrate economic concepts by using real-world examples that connect directly to students’ lives. At the culmination of their studies of economics and financial literacy, students will be competent and thoughtful contributors to the fiscal mechanics of society.

AP European History

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in

WORLD LANGUAGE/SPANISH

Spanish I

Spanish I is a foundation course for students with little or no experience in the study and use of the Spanish language and understanding of Latino and Iberian cultures. Students will engage in real-life communicative situations starting with listening and speaking activities and gradually integrate these with reading and written skills. This communicative approach utilizing conversational language, supported by an understanding of the building blocks of language, forms the basis for future success. Students will practice building vocabulary and learn proper pronunciation and the aspects of masculine and feminine nouns. Progress will be assessed through a combination of rubric-specific, performance-based activities and objective evaluations. Some students who have been exposed to Spanish in their previous school districts will be placed in Spanish I, to strengthen their foundations.

Spanish II

Spanish II reinforces and expands upon the communicative skills that were established in Spanish I to ensure successful transition into Spanish III while promoting a life-long love of learning and language. Practical oral use of the language as well as developing written skills will serve as a basis for continued growth. Attention to the exploration of Latino and Iberian cultures through Internet access will increase with and emphasis this year on Puerto Rican and Mexican studies. Students will do group projects in order to enhance their working knowledge of the language. Progress will again be assessed through a combination of rubric-specific, performance-based activities and objective evaluations.

Spanish III

Spanish III reinforces and expands upon the communicative skills that were established in Spanish I and II, to ensure solid growth towards practical use of the language and success as a life-long learner of Spanish. As such, study of the culture of Spain and Ecuador is included as an integral part of this course. Students are expected to develop oral and written language proficiency through a series of authentic performance-based activities. Students must demonstrate independence and self-direction, meet high evaluation standards, and assume ownership of their academic work. While a communicative approach leading towards a life-long love of the language continues to be its basis, increased emphasis is placed on language usage skills found at this level. Internet resources and varied media complement the program.

Spanish IV

In Spanish IV, students will review and expand upon the vocabulary and grammar they learned in prior levels by following the course of study contained in the second half of *Avancemos*, Level 3 (Units 5, 6, 7 & 8). In addition, they will master vocabulary in context and be exposed to concrete applications of grammatical concepts by reading and discussing the four-act classic Spanish drama, *La dama del alba*. This play will also provide them an understanding of the social values of a

Spanish family, what they do for work and play, and how they deal with universal elements of human existence such as life, love and death.

VISUAL ARTS, ENRICHMENT AND TECHNOLOGY

(Infused Content and Electives)

College Art

College Art is a senior elective. This course will provide students with the ability to explore multiple artistic styles and time periods and gain an appreciation for the importance of art in society. They will develop an understanding of art and history's influence upon it. Students will be encouraged to make connections between artworks and their influences. They will be able to study methods used to critique art and apply them in group situations. They will learn to use critique to improve upon skills and advance their techniques. Students will gain hands on experience with multiple mediums used in art. They will create original artworks as well as use famous works as models for their own art. Students will have the opportunity to practice using the principles of design and apply them to real life situations. Students will learn to use problem solving skills to solve artistic challenges. Students will also be exposed to career opportunities provided by the arts.

Audio Technology

This is a one semester elective offered to seniors at the Performing Arts Academy. Audio Technology students will be presented with a rigorous curriculum combining many aspects of audio technology from today's industry. Students will be well versed in Avid Pro Tools recording software, Analog and Digital mixing consoles, loudspeaker, amplification, and crossover technology, as well as waveform characteristics and microphone characteristics. Students will strengthen their knowledge throughout the semester with both group projects and individual audio recording and mixing projects. These projects are presented in a "real world" manner using state-of-the-art technology and are graded on the highest of standards.

First Year Experience (OCC's FYES 155)

This comprehensive course is designed to build a solid foundation for a successful high school/college experience. This seminar will help students develop the social and intellectual skills necessary to work towards graduation and chosen career. In addition to learning to develop a self-motivated academic passion, students can expect to develop their critical thinking, note-taking, test-preparation, and time management skills.

Technology Theatre (Infused into major classes)

As part of the freshmen and sophomore Performing Arts' curriculum students are trained in various aspects of technical theatre. Our students explore lighting, studio vs.

live sound, make-up, and scenic/costume design and production, as well as investigate vast array of possible careers in other performing arts fields. Students will become better acquainted with the job responsibilities of the stage manager, house manager, director, producer and writer.

Technology (Infused into content areas)

Although the Performing Arts Academy does not offer a technology course, technology is an important element of our curriculum. To foster 21st century digital business skills and global communication, technology activities are integrated into every discipline. Throughout their four years at the Academy students will learn about the most current applications and utilities, analyze ethical issues dealing with technology, and develop skills to create quality spreadsheets, documents, and presentation. Senior year in our Senior Internship classes' students learning and skills are demonstrated in two valuable ways. First, they infuse their technology skills with their content knowledge to create a multi-sensory presentation using SmartBoards. Secondly, students create an electronic portfolio containing artifacts that showcase community activities, talents and academics successes.

21st Century Business Skills and Digital Applications

Business Technology for the 21st Century is a Senior Elective where students learn about basic business concepts, the stock market, develop a “dream business” and utilize 21st Century technology concepts and products to develop their business. Initially students research some of the top Tech Businesses and learn about their origins, products, stock and impact on daily life. Students are then assigned a tech business to track on the Stock Market where they learn basics of how the stock market works. After the stock market, we discuss ethics and good business practices as well as the impact of Bernie Madoff. As they begin to understand basic business concepts, they develop their own “Dream Business” where they create mission statements, logos and general business planning. Using their Dream Business as their model, students incorporate online tools to create a real 5-page business website, which includes strong business website design concepts. At the end of the course, students research and discuss the impact of Social Media and then create a business Facebook page. Throughout the course, we have guest speakers from the business world come in to speak to (or Facetime) students and provide expert real world knowledge on web design, social media, etc. In addition, we have business meetings every week where a student is selected to be the team leader or point person for the meeting. As a team leader, students have the opportunity to collaborate with me on specific topics, create an agenda and run a meeting engaging and involving all of their classmates in a business meeting format.

Revised 8/2/2017