

Granite State Art Academy



Course Catalog
2018-19

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GRANITE STATE ARTS ACADEMY (GSAA) GRADUATION REQUIREMENTS

(voted by Board Of Trustees, 10/11/16)

To graduate from Granite State Arts Academy all students must earn passing grades and receive the following academic credit as listed:

A minimum of 26 High School Credits in the following areas

Arts	6.0 Credits
English / English Language Arts	4.0 Credits
Mathematics	3.0 Credits
Social Studies	3.0 Credits
Science	2.0 Credits
Wellness	1.5 Credits
Electives *	6.5 Credits
Total 26.0 Credits	

Note- Students who intend to apply to college should consult in advance with Guidance on their course selections to ensure that the courses taken at GSAA meet the minimum requirements of a college's admission standards. There is a recommended chart at the end of this document.

- Even though it is not a graduation requirement, students are strongly encouraged to take at least one credit in World Languages before graduation for colleges that require it. Many selective colleges require a World Language to be taken to the third level of proficiency (e.g. Spanish III)

Other Information

- Transfer students to GSAA in Grade 11 or Grade 12 must meet these above graduation requirements in combination with their previous school with the following exception for the GSAA Art requirement.
- A student who transfers into GSAA in grade 11, must take 3 Art Credits over their last two years. A student who transfers into GSAA in grade 12, must take 1 Art Credit before graduation.
- Students with parental permission may request to substitute a VLACS online course for a failed course to receive credit recovery. Permission must be granted by the Head of School for this. To receive this credit, a student must receive a passing grade in the VLACS Course and it must be completed by June 30 of the school year in which the VLACS course is taken. If the course it was taken during the summer for credit recovery, it must be completed by October 1.
- A student who wishes to substitute a VLACS online course for something other than recovery must seek permission from the Head of School after consulting with Guidance.

Required student course load

Unless there are extenuating circumstances as determined by the Head of School, each student is required to maintain the following to be considered a student at GSAA:

- A student must be actively present while attending GSAA. No part-time status is allowed. All students must be enrolled in 6 credits per academic year regardless of their credit total. Even students who have already met the graduation requirements. A student must take at least 3 credits per semester, but freshmen and sophomores should take 4 credits to achieve a total of 26 credits by their graduation date.
- The only exception to this rule pertains to students who are approved for Dual Enrollment at a college, university, or Community College. Dual Enrollment must be applied for in the semester preceding the intended enrollment semester.
- In grade 9-11, students must take 4 credits per semester (wherever possible).

Dual Enrollment

At present, GSAA has articulation agreements with a number of schools of higher education which offers Dual Enrollment. GSAA will attempt to work this out on a case-by-case basis between students and schools of higher education. Permission for Dual Enrollment must be given by the Head of School after a discussion with parents, Guidance, and the school of higher education.

Early Graduation

Unless there are extenuating circumstance students may not graduate until June of their senior year at GSAA. Permission for early graduation must be given by the Head of School with an extensive discussion between parents and Guidance and then approved by the Board of Trustees.

Recommended Credits required for Schools of Higher Education*

Type of School	English	Soc. Studies	Mathematics	Science	World Languages
2-Year College	4	3	3	3	1-2
4-Year College	4	3	3-4	3-4	2-4
Highly Selective 4-Year College	4	4	4-5	4-5	3-4

*Please consult your specific school for college credit requirements. These credits vary with the intended area of specialization as well as the demands for each school.

Dance

Level 1 Dance Courses

Introduction to Dance

1 credit, (Art)

Prerequisites: None

In this course, students learn the basics of Classical Ballet, Jazz and Modern dance. The students focus on and practice proper alignment, correct technical execution of steps learned and performance quality. Dance composition and improvisational movement are also introduced. Prior knowledge of dance is not a requirement. There is a dance showcase at the ending of the semester.

Dance History

1 credit, (Art), Not offered every year

Prerequisites: None

Dance history is a course that will focus on the development of dance through the twenty-first century. Students will explore social dance, concert dance, and popular/contemporary dance forms through work that will allow them to connect, create, respond and perform. Through movement, video analysis, research, and writing, students will study the roles that dance, and movement have played in history as well as the impact of society and culture on dance through time. Students in this class will participate in a semester-ending dance performance.

World Dance

1 credit, (Art), Not offered every year

Prerequisites: None

World dance is an introductory course designed to survey dances of selected cultures. The idea of what dance means to different cultures is studied and analyzed. Through movement experiences and lecture, students will gain the technique and understanding necessary to perform a selected cultural dance. Students will participate in a semester-ending dance performance.

Level 2 Dance Courses

Intermediate Dance 1

1 credit, (Art)

Prerequisites: Intro. to Dance or by permission from the instructor with a demonstration of prior experience.

In Intermediate Dance 1 the students focus on improving their technique and performance quality in the disciplines of Classical Ballet, Jazz, and Modern dance. The students also learn about various concepts of dance composition and experiment with improvisational movement. Prior knowledge of dance is required. A dance showcase will be performed at the end of the semester.

Intermediate Dance 2

1 credit, (Art)

Prerequisites: Intermediate Dance 1 or by permission from the instructor (with a demonstration of prior experience.)

Intermediate Dance 2 is a continuation of skills learned in Intermediate Dance 1. In this class, the students focus on improving their technique and performance quality in the disciplines of Classical Ballet, Jazz, and Modern dance. The students also learn about various concepts of dance composition and experiment with improvisational movement. As a part of this class, the students choreograph a collaborative dance piece to be performed in the dance showcase at the end of the semester.

Level 3 Dance Courses

Advanced Dance 1

1 credit, (Art)

Prerequisites: Intermediate Dance 2

This class focuses on developing the strength and flexibility needed to perform more complex dance movements in the disciplines of Ballet, Jazz and Modern dance. A more in-depth study of dance composition and improvisational movement is included. A dance showcase is performed at the end of the semester.

Advanced Dance 2

1 credit, (Art)

Prerequisites: Advanced Dance 1

Advanced Dance 2 is a continuation of skills learned in Advanced Dance 1. This class focuses on developing the strength and flexibility needed to perform more complex dance movements in the disciplines of Ballet, Jazz and Modern dance. A more in-depth study of dance composition and improvisational movement is included. Each student in this class demonstrates their skills and knowledge learned by being the lead choreographer for a dance piece that will be performed in the dance showcase at the end of the semester.

Advanced Dance 3

1 credit, (Art)

Prerequisites: Advanced Dance 2

Advanced Dance 3 is a continuation of skills learned in Advanced Dance 2. This class focuses on developing the strength and flexibility needed to perform more complex dance movements in the disciplines of Ballet, Jazz and Modern dance. There is a focus on performance quality and artistic expression. A more in-depth study of dance composition and improvisational movement is included. Dancers will perform and showcase their student-choreographed pieces in a performance for the school. There will also be an end of semester dance performance.

Dance Pedagogy

1 credit, (Art), Not offered every year

Prerequisites: Intermediate Dance 2

Dance Pedagogy is a class designed to give students the applied knowledge needed to teach dance to young children through adults. Included in the curriculum is an overview of basic anatomy and injury prevention. Students learn how to develop and present all of the aspects of a dance class. The focus will be on learning to teach Creative Movement, Classical Ballet, Jazz, and Modern Dance.

English

English NH State Requirements

Grade 9- English 9 (1 Credit) ~ Grade 10-English 10 (1 Credit)
Grade 11-English 11 (1 Credit) ~ Grade 12-English 12 (1 Credit)

English-10

1 credit, English, required

Prerequisites: English 9

English 9 focuses on a survey of all genres of literature. Students will be expected to approach all in and out of class readings with a critical mind and a willingness to respond in class discussions as well as in written form. There will be a wealth of writing opportunities that will build upon skills from past English classes as well as the acquiring of new skills. Class readings are constructed around a balance of fiction and non-fiction. Homework and independent reading is to be expected. Students need to also be prepared to read, *Macbeth* by William Shakespeare. Expected class novels will possibly be: *The Book Thief* by Markus Zusak and *I Am Malala*.

English-10

1 credit, English, required

Prerequisites: English 9

This course introduces students to more advanced writing and communication skills, using American and International literature as the medium for analysis. Students explore a variety of historical nonfiction and fiction texts, with a major comparative literary project assigned at the midway point. Students also read, respond, and create several genres during their studies, including drama, poetry, creative nonfiction, and fiction. Writing projects include formal descriptive, process, and narrative essays, as well as creative writing. Arts integration of this course includes theatrical dramatic readings and investigation into related musical selections related to the material being studied.

English 11

1 credit, English, required

Prerequisites: English 10

English 11 will have a strong focus on great works of American Literature as well as important United States documents. Students will be expected to approach said literature with a critical mind and a willingness to respond in class discussions as well as in written form. There will be a wealth of writing and research opportunities that will build upon skills from past English classes as well as the acquiring of new skills. Class readings are constructed around a balance of fiction and non-fiction. Homework and independent reading is to be expected. Some authors that will be featured are: Edgar Allan Poe, Nathaniel Hawthorne, Jonathan Edwards, William Faulkner, Shirley Jackson, and Emily Dickinson. Class novels will be: *The Great Gatsby* by F. Scott Fitzgerald, *Frankenstein* by Mary Shelley, *The Color Purple* by Alice Walker, and *the Autobiography of Martin Luther King Jr.* Students in English 11 also read *The Crucible* by Arthur Miller.

English 12

1 credit, English, required

Prerequisites: English 11

English 12 will have a strong focus on great works of British Literature. Students will be expected to approach said literature with a critical mind and a willingness to respond in class discussions as well as in written form. There will be a wealth of writing opportunities that will build upon skills from past English classes as well as the acquiring of new skills. Class readings are constructed around a balance of fiction and non-fiction. Homework and independent reading is to be expected. Some authors that will be featured are: William Shakespeare, Jonathan Swift, Geoffrey Chaucer, John Milton, Jane Austen, and others.

Creative Writing (an English elective)

1 credit

Prerequisites: None

This course consists of a round-table, peer review environment, with lessons in various writing techniques and skills. Students will create a portfolio of work with the end goal of inspiring submission to literary publications if the desire exists. Classes will cover fiction, memoir, poetry, persuasive essays, and a variety of expressive forms traditional with the area of study. Arts integration involves illustrating selected student-generated texts for further dissemination, graphic layouts, and cover art. Part of the course will include a core Writer's Group to support young authors.

Journalism (an English elective)

0.5 credit

Prerequisites: None

This course investigates non-fiction writing for publication. Students will engage with linear storytelling, pyramidal writing structure, editorial writing, and a variety of similar forms. It will also include professional interviews with journalists and reporters in the field. The course may establish an in-house schedule publication using existing resources, like the Facebook page and website blog. Arts integration of this course includes videography and electronic media creation.

Yearbook (an English elective)

0.5 to 1.0 credit

Prerequisites: None

This course is designed to develop students' skills in the production of the GSAA Yearbook by providing experiences in selected aspects of yearbook production. This course is open to students in all grade levels. Students learn basic principles of yearbook production and develop skills that include writing copy, captions and headlines, digital photography, desktop publishing and using appropriate technology tools for media production. The school yearbook will be completed on or about May 1. During the remainder of the school year, the students will use their yearbook production skills to create a personal yearbook. Yearbook production supports student's development as writers, photographers, editors, independent users of technology. The course meets one period per week during school time with the teacher and one period per week after school. Students do their yearbook production work during study periods, free time or at home. The course is graded.

World Language

Spanish 1

1.0 credit

Prerequisites: None

This introductory course is designed to expose students to the language and cultures of the Spanish-speaking world. There is a strong emphasis on vocabulary acquisition and verb conjugation at this level. Students learn to develop and utilize the Spanish Language in an academic context of understanding and comparing Language and Culture. In addition, students make connections through world language by engaging in introductory level conversation, providing and obtaining information, expressing feelings and emotions, and exchanging opinions. This course will be instructed utilizing a Multi-modality approach and an Arts Integrated Curriculum.

Spanish 2

1.0 credit

Prerequisites: Spanish 1

This course is designed for students who have successfully completed Spanish 1 to continue in developing proficiency in the four modalities of language learning: listening, speaking, reading and writing. Students will further develop vocabulary acquisition and verb conjugation as well as emerge in their understanding of and interpreting spoken and written language. Students will learn to ask and answer simple questions as they learn to communicate about a wide variety of topics. Students refine their skills by making and responding to inquiries. Spanish Culture and History will continue to be explored. This course will be instructed utilizing a Multimodality approach and an Arts Integrated Curriculum.

Spanish 3

1.0 credit

Prerequisites: Spanish 1 & Spanish 2

This advanced course is designed for students who have successfully completed Spanish 1 and Spanish 2. The course focuses on Spanish conversation and dialogue. Spanish will be used as much as possible during classroom instruction and student interaction. Students will demonstrate proficiency in the four modalities of language learning: listening, speaking, reading, and writing. Students will respond orally to prompts. Students will comprehend authentic material and various media sources in the Spanish language. Students present information and topics. Spanish Culture and History will continue to be explored through language and open dialogue. Students become independent users and create with the language. This course will be instructed utilizing a Multi-modality approach and an Arts Integrated Curriculum.

Health/Physical Education

NH State Requirements:

Health-0.5 Credits, Physical Education-1.0 Credits

Physical Education

1 credit

Prerequisites: None

Students will participate in a variety of fitness activities to improve their personal level of fitness. Physical Education focuses on Movement Skills - fundamental skills or various activities and Physical Fitness - attention to endurance, strength, agility, and flexibility. This course is designed to investigate and apply the basic concepts and principles of physical fitness and other health-related factors. Students will learn to improve their personal level of fitness as well as appreciate and understand the value of Physical Education and its relationship to a healthy, active lifestyle. Emphasis is placed on wellness through experiences in fitness and exercise.

Health

0.5 credit

Prerequisites: None

Students will comprehend concepts related to health promotion and disease prevention, analyze the influence of family, peer, culture, media, technology and other factors on health behaviors, demonstrate the ability to access valid health information, products and services, demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks, demonstrate the ability to use decision making skills to enhance health, demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health related risks, and demonstrate the ability to advocate for personal, family and community health. This comprehensive curriculum is geared to enable students to promote a Tobacco, Alcohol and Other Drug-free lifestyle, along with Personal Health and Wellness, Nutrition, Physical Activity, Safety and Unintentional Injury, Mental Health, Emotional Health, Sexual Health and Environmental Health. During this course, students will be exposed to multi-modality learning along with Arts Integration Activities addressing adolescent priority risk behaviors while advocating for the students to make healthy choices for their overall health. Students will be exposed to a wide variety of Health topics and instructed in balancing Physical, Mental, Social and Emotional Health. Emphasis is placed on wellness. The overall goal of this course is to help enable students to make decisions and choices that have Healthy Behavioral Outcomes.

Mathematics

Math Requirement: 3 Full Credits of Math (must include Algebra 1)

Algebra 1, Parts 1 & 2

1 credit

Part 1 as a Freshman, Part 2 as a Sophomore

This course will be a blend of Pre-algebra and Algebra 1. The first half of Part 1 is dedicated to strengthening the skills learned in Pre-Algebra. Topics could include Real Numbers, Algebraic Expressions & Equations, Ratios, some Geometry, Time will also be spent on strengthening arithmetic skills (adding, subtracting, multiplying, and dividing), especially working with fractions and decimals. The second half of Part 1 will dive into Algebra 1. Algebra 1 provides an opportunity for students to practice logical and abstract reasoning skills. Part 2 will include a review of Part 1 and the rest of Algebra 1. Topics include: working with variables, functions, graphing, inequalities, equation solving, and number systems. Emphasis is placed on the application of skills.

Algebra 1

1 credit

Prerequisite: Pre-Algebra or 8th Grade Math

In the transition from arithmetic to algebra, the attention shifts from arithmetic operations to use of the properties of these operations. Algebra I is a challenging course that lays the foundation needed for subsequent courses in math and science. This course provides an opportunity for students to practice logical and abstract reasoning skills. Topics include: working with variables, functions, graphing, inequalities, equation solving, and number systems. Emphasis is placed on the application of skills.

Geometry

1 credit

Prerequisite: Algebra 1

The Geometry course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, and trigonometry. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument.

Algebra 2

1 credit

Prerequisite: Algebra 1 & Geometry

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. The course also includes operations with functions; the study of polynomial, rational, exponential, and logarithmic functions and their graphs; sequences and variation.

Consumer Math/Personal Finance

1 Credits

Prerequisites: 2 math credits

This course teaches financial literacy. Topics include: setting financial goals, purchasing a car, buying a home, budgeting, paying bills, credit, debt, taxes, banking, interest, insurance, saving and investing. Development of financial literacy skills can help provide the basis for responsible citizenship and career success. Students learn skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses.

Music Department

Music Theory and Composition I

0.5 credit

Prerequisite: None

This course covers traditional common practice harmony and voice leading of the 18th and 19th centuries. Topics include scales, intervals, triads, rhythm, triads, dominant 7th chords and secondary dominants. We use traditional figured bass and analysis. There is daily homework assigned along with frequent quizzes and tests. Continuation in **Music Theory and Composition II** is dependent on successful completion of this course and demonstration of mastery of the content.

Music Theory and Composition II

0.5 credit

Prerequisite: Music Theory and Composition I (or teacher's permission)

In this continuation of music theory and composition, traditional voice leading gives way to contemporary pop-style harmony, songwriting and lyric writing. Solid knowledge of *the* material in the first semester is assumed. Topics include secondary dominants, modulation, and harmonic tensions. We will cover minor keys and chords borrowed into major keys from the parallel minor. Also included is an introduction to instrumentation and arranging. The final project will be a completed song. A showcase of the completed songs in a public concert is planned. This course is required for entry to the *Commercial Writing* class.

Commercial Writing

0.5 credit

Prerequisite: Music Theory and Composition I & II

This is an advanced writing course in which students will explore music composition in the commercial world. That is, the fields of music writing which are at the same time creative and produce a definite income. We will cover advertising (creating original "jingles" for radio and TV commercials), film scoring (creating underscore for film and video), and if time allows, arranging vocal and instrumental backup music for pop songs. During the "music for advertising project", students will be paired with an upper-level visual art student and they will create the visual design and logo for the product as well as the musical jingle. This project-based course will require a large amount of music writing. Projects will be played and recorded.

Audio I: Acoustics and Intro to the Recording Studio

0.5 credit

Prerequisite: Music Theory and Composition I

The study of Acoustics (the science of sound) is a large part of the knowledge required when working in the recording studio. This course will prepare students interested in audio production for more advanced studio work in Audio II. The first part of the course will focus on the physical properties of sound waves and how they travel. This will give the student a solid understanding of frequency, wavelength, speed and other factors which impact the recording of music. The second part will focus on the basics of audio recording including, studio setup, microphones, the signal path, recording software and multi-track recording concepts. A unit on the history of recorded sound will also be included.

Audio II: Directed Study in Music Production

0.5 Credit

Prerequisite: Audio I

Students successfully completing Audio I may take this advanced course in Music Production. Students will produce several projects during the term using the GSAA sound studios. The first project will be a short radio theatre production. They will choose a short radio drama to record, edit and apply music and sound effects to create a completed program. Other projects will include recording a student band, editing and mastering a final product of 2-4 songs. Much of the class will be spent in the sound studios.

Please note: Students taking this class must plan to spend a fair amount of time working in the school sound studios **after school**. Transportation home will need to be planned accordingly as this work will be critical to the student's success in the class.

Musicianship

0.5 Credit

Prerequisite: None

Musicianship is a highly recommended for all music students. The course is designed to introduce you every aspect of professional music and musical performance other than singing, playing, and composing. The information you get from this class will be necessary in your musical life both now and in the future. The topics we will cover include: 1. **Concert Etiquette:** preparation, dress, microphone and monitor skills, how to acknowledge your audience, running rehearsals and why they are so important, Dress Rehearsal and Sound Check. 2. **Intellectual Property (yours and that of others):** Copyrights, Permission to Arrange, Licensing – playing your music and the music of other writers, recording music of others, ASCAP, BMI, Harry Fox Agency. 3. **Publishing Music:** What constitutes publishing? How do you get music published? 4. **Concert Programs:** How to set up, required information, information on performers and other items. Class time will include lecture/demonstration and research as well as hands-on practice. Regular assessments and some homework (although not daily) are required. This course is offered every other year.

Chorus

0.5 Credit (1 Credit if taken for the full year)

Prerequisites: None

The Chorus class sings a wide variety of music from many eras and genres including classical, Broadway, pop, jazz and rock. Several assessments occur during the term. Participation and effort are also graded on a bi-weekly basis and are an important part of the grade. Since this is a performance class, participation in the term-end concert and any other performance opportunities is required for a grade in the course. The performance grade will be 25% of the student's term grade. Since the chorus performs both alone and with the Instrumental Ensemble, the teacher must be informed early in the term if a performance is to be missed. While the ability to read music is not required for admission to this class, the ability to match pitches is required. Students new to the chorus will be tested during the first two classes.

Instrumental Ensemble

0.5 Credit (1 Credit if taken for the full year)

Prerequisite: Students wishing to take this class must be able to read music and must play at an 8th-grade band level or higher.

The ensemble plays music from a wide variety of eras and genres including classical, Broadway, pop, jazz and rock. Students who play and read music for all orchestral and band instruments are welcome. This includes piano, both acoustic and electric guitar and ukulele. Several assessments occur during the term. Participation and effort are also graded on a bi-weekly basis and are an important part of the grade. Since this is a performance class, participation in the term-end concert and any other performance opportunities is required for a grade in the course. The performance grade will be 25% of the student's term grade. Since the instrumental ensemble performs both alone and with the Chorus (and all the arrangements are created specifically for this group), the teacher must be informed early in the term if a performance is to be missed.

History of Rock & Roll

Not Offered in 2018-19

0.5 Credit

Prerequisite: None

This is a "listening & analysis" style class which will cover the history of popular music from 1957 approximately 2000. We will begin with the historical roots of rock music including the changes in popular music in the post-WWII era. Special attention is paid to the social and political events which influenced songwriters and bands in each decade. A major mid-term research project is required, and each unit will end with an appropriate assessment. This course is offered every other year.

Science

NH State Science Requirements

9th- Physical Science (1 Credit), 10th- Biology (1 Credit)

Physical Science

1 credit, Science, required

Grade 9 (typically)

Prerequisite: Algebra I, usually concurrent

Students will explore physical science through an examination of physical and chemical processes. The course is centered on labs, activities, and investigations to learn scientific concepts. Students will use measurement techniques to collect data, learn how to organize and display data in useful ways, and develop methods of analyzing information to test theory against measurement. They will study such concepts as motion, force, energy, magnetism, sound and light, properties of matter, and Earth and space science. Students will apply such mathematical tools and skills as introductory algebra, simple geometry, functions, modeling, discussion of error and graphing. Students are expected to clearly communicate ideas and findings both orally and in writing including the creation of tables, graphs, and lab reports.

Biology

1 credit, Science, required

Grade 10 (typically)

Prerequisites: None

This course and the laboratory component are designed to develop an understanding of biological principles. Topics include cell biology, ecology, evolution, and genetics. The course emphasizes the connections between living systems and their environment. Students will investigate biological concepts and connections through labs, activities, technological resources, and the scientific process. Students are expected to have retained much prior math, science, and data representation skills. Generally, complex or difficult skills will be reviewed as needed. Students are expected to seek help for general skills and knowledge that are not solid. Students are expected to demonstrate effective formal and informal communication of processes and ideas.

Chemistry

1 credit, Grades 11 & 12

Prerequisite: Physical Science and Algebra II (can be concurrent) or prior permission

The study of Chemistry involves the integration of lab and problem-solving skills in a curriculum focused on the relationship between matter and energy. Students will be introduced to and investigate the following topics: properties and changes of matter, atomic and nuclear structure, periodicity, chemical bonding, stoichiometry, gas laws, solutions, equilibrium, and acid/base reactions. The application of measurement and mathematics will be used to support conceptual understanding and problem-solving. Chemistry lab will emphasize safe lab practices, data analysis, and the evaluation of lab results. The cumulative nature of this course will challenge students.

Physics

1 credit, Grades 11 & 12, *Maybe offered every other year based on enrollment.*

Prerequisite: Pre-Calculus (can be concurrent) or prior permission

The study of physics will continue to develop problem-solving and communication skills in the science field. Students will be expected to apply algebra, strategic thinking and complex analysis to investigations and scientific problems. Topics studied will include work, energy, momentum, kinematics and mechanics, harmonic motion, electrostatics, circuits, and light. This course assumes the competencies from Physical Science and will review them quickly as introductory material. Mathematics is fully integrated into physics competencies, and students should have a good command of mathematical concepts, processes, and problem solving

Forensics

0.5 credit, Grades 11 & 12

Prerequisites: Algebra II, Biology, Chemistry (Algebra II or Chemistry can be taken concurrently or prior permission)

This course shows the real-world responsibilities of a crime scene investigator. Hollywood has glamorized and popularized this profession, but in many cases, fact is more interesting than fiction. Forensics will integrate the sciences into current technologies in crime scene analysis and evaluation. The course will begin with a foundation of current law and forensic practices as well as proper handling of evidence and crime scenes. You will explore fingerprints, death and decomposition, blood analysis, and skeletal anthropology.

The Power of Nature

0.5 credit, Grades 11 & 12

Prerequisite: Physical Science (or prior permission)

This course integrates the principles of life, earth, and physical science to explore meteorology and natural disasters. Students collect and research environmental data to examine local and worldwide weather conditions, make their own forecasts, and explain climate patterns. The class emphasizes the variety and history of severe weather in New England. Students learn about the atmospheric and geological processes that cause storms, hurricanes, tornadoes, earthquakes, tsunamis, and volcanic eruptions. The effect these events have on our society is discussed, as well as the human impact on the future of our planet. Students are expected to demonstrate proper scientific data collection skills, as well as effective formal and informal communication of processes and concepts.

Social Studies

Social Studies NH State Requirements is 3.0

Geography

0.5 credit, Grade 9

Prerequisites: None

World Geography is the study of the world's peoples, places, and environments, with a focus on world regions. Particular emphasis is placed on students' understanding and applying geographic concepts and skills to their daily lives. In this course, students will use geographic resources, inquiry, research, and technology skills to ask and answer geographic questions for an in-depth study of geography.

This Geography course will examine a broad range of geographical perspectives covering all of the major regions of the world. Each region will be reviewed in a similar structure in order for students to more clearly see the similarities and differences between each region. Specifically, the course will explore where each region is located along with its physical characteristics, including absolute and relative location, climate, and significant geographical features. The exploration will then continue on to look at each region from a cultural, economic, and political perspective, closely examining the human impact on each region from these perspectives as well as how human activities impact the environments of the region.

Western Civilization

0.5 credit, Grade 9

Prerequisites: None

Western Civilization is the study of developments which have shaped history and affected modern political, economic and social systems. The emphasis will be on the development of civilization and the evolution of modern nations from a Western perspective.

This course introduces western civilization from prehistory to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization.

Civics

0.5 credit, Grade 10

Prerequisites: None

This course is designed to give students an understanding of civic ideals and practices that are important in a representative participatory democracy. It is important to understand the privileges and responsibilities of our citizenship and by combining the study of Civics and Political Science we can better demonstrate those goals. Students will participate in a debate, discussing representative democracy at the local, state and federal levels, as well as other major competitive forms of government today existing in the world today. Print and media will be utilized together with presentations and guest speakers as part of the course. Essays, quizzes, participation, exercises, and homework will be the primary criteria for knowledge assessment and grading.

Economics

0.5 credit, Grade 10

Prerequisites: None

This course will instruct students on the fundamentals of macro and microeconomics affecting the world, national and local economies. Special focus includes personal financial stability, with lessons in banking, credit, budgeting, and small business management. Coursework includes simulation models, exercises, participation, and discussion. Project-based demonstration of knowledge can include artistic interpretations, 2-D, and 3-D modeling, and student suggested modes of knowledge dissemination. quizzes, participation, exercises, and homework will be the primary criteria for knowledge assessment and grading.

US History

1 credit, Grade 11

Prerequisites: None

This US History course begins by examining the pre-colonial aspects of the American landscape including North and South American explorers. The course progresses through colonization and the development of the American identity through peacetime and conflict. Students focus on not only the “what happened,” but also the “why it happened,” and “what happened next?” The course's arts integration includes visual art projects such as period research into art styles, music, and Theatre expression when possible

History of New Hampshire

0.5 credit

Prerequisites: None

The focus of this course is the study of the historical development of the State of New Hampshire from the 1600's. It is a study of its ideas and institutions from the colonial period to the present. Students will learn fundamental concepts in New Hampshire civics, economics, and geography. They will obtain a basic knowledge of the culture through a chronological survey of major issues, movements, people, and events in New Hampshire history. Students are expected to go beyond a general understanding of the history and use historical analysis skills to explore events, people, and ideas in New Hampshire history. In their assessments students will be involved in creating research, papers, creating and presenting group projects.

Historical Literature

0.5 credit, not offered every year

Prerequisites: None

Our ancient young predecessors, sitting by candlelight or lamplight, reading history, actually learned history through literature. There simply was no other better way to study history—and bring history to life. History has effectively been taught through literature since ancient times. Only in the last century have schools gone away from this method of teaching to use textbooks. This course studies both history and literature.

Exchanging literature—biographies, classical works, even historical fiction, for the history textbook not only restores this discipline to its historic roots, but also reinvigorates it with its inherent passion, human interest, and wonder. A student reading *Johnny Tremain* for his/her studies of the American Revolution will learn far more about the essence of that struggle than even the most colorful textbook could ever impart.

Thus, the goal of this course is to learn and understand targeted periods of US and World History through a number of reading ins historical fiction and historical nonfiction.

Sociology

1 credit

Prerequisites: None

As part of the American Psychological Association's (APA) approved course for High School, this part of the course includes the study of human behavior by analyzing social structures (the patterned ways that people interact in social relationships). Students will first learn the four basic sociological perspectives and consider questions about sociological research and methods. The course then focuses on understanding social structures like culture, status, groups and how those structures are formed through socialization. Many of the concepts of the course are explained using modern era readings and video. Students will have an opportunity to consider how sociological concepts and perspectives apply to their own lives.

Psychology

1 credit

Prerequisites: None

This additional content of the APA course discusses different aspects of human personality, basis of behavior, emotion, consciousness, disorders, with emphasis on the analysis of human behavior and relationships. During the first half of the semester, theories of learning and personality development will be presented so that students may gain greater self-awareness and a better understanding of others. In the second half of the semester, the class will focus on troubled personalities, psychological disorders, and related psychosocial issues. Essays, quizzes, participation, exercises, and homework will be the primary criteria for knowledge assessment and grading.

Entrepreneur

0.5 credit, Grades 11 & 12 not offered every year

Prerequisites: None

Some students upon graduation may decide to enter their chosen field of work as a self-employed independent artist, dancer, musician or other professional trade, with or without the benefit of further education. Some after college will become self-employed. Therefore, we at GSAA are excited to offer the Entrepreneur-in-the-Classroom curriculum to our enterprising students. Whether you are an individual practitioner in your enterprise, or you evolve to become a larger entity, whatever you market to the public will require knowledge of sound business principles in order to be efficient and profitable. The National Federation of Independent Business (NFIB), a 325,000-member organization dedicated to the interests of entrepreneurs, has developed Entrepreneur-in-the-Classroom (EITC) Programs for high school students. This curriculum makes it possible to introduce entrepreneurship to the high school classroom regardless of discipline. Students learn first-hand about the risks and rewards of operating a small business. Entrepreneur-in-the-Classroom is composed of three modules, all of which include extensive teaching notes, presentations, and hands-on activities.

THEATRE ARTS

Drama Workshop I (Previously “Intro to Theater”)

1 credit

Prerequisites: None

This is a broadly focused and essential course for students to explore the foundational skills of theatre arts across all facets of the discipline. Our emphasis will be on community-building, developing confidence and self-esteem in the context of performance, cultivating presence in front of an audience, learning traditional warm-up procedures, establishing the fundamentals of acting, and studying essential theatrical terminology. We'll also incorporate a series of specialized skills such as improvisation, pantomime, neutral mask work, script analysis, technical design, and playwriting.

The course prepares all students to study the craft of theatre in GSAA's model and methodology. Through your experiences in the course, you will be prepared for intensive rehearsal and production work in our style, as well as the activities in other theatre courses that build on the basis founded in Drama Workshop I.

Drama Workshop II (Previously “Drama Workshop”)

1 credit

Prerequisites: Intro to Theatre*

Drama Workshop II is a second-level, practical course for aspiring actors to hone their craft and expand their range as performers. The course builds upon the skills and subjects introduced in Drama Workshop I that are most relevant to actors and directors. Master the fundamental concepts of improvisational acting, prepare for the professional audition process, and build upon acting skills introduced in the previous course, while adding basic fight choreography with hand-to-hand stage combat techniques. Activities focus on a mixture of improvised and rehearsed performances in both comic and dramatic styles, meaningful peer critique, and reflective writing. Anchor projects will include a student-planned improv show, audition monologues, scene studies from major plays, silent slapstick comedies, and fight scenes.

This course is intended as a follow-up to Drama Workshop I, and a precursor to Drama Workshop III. It is a course that may be taken twice for credit since the skills practiced within it are recursive and every scene study is developmental for young actors. Your experiences will prepare you for the more intensive styles and genres of performance and sword fight choreography in the next, final level of the course.

Drama Workshop III (Previously “Drama Workshop II”)

1 credit, Grades 11 & 12

Prerequisites: Intro to Theatre, Drama Workshop

Drama Workshop III is the third and final level of the core progression of acting courses. It is an extension of the areas of study from the previous course with an increased focus on historical and cultural influences. Student actors will have the opportunity to study and practice regional and international dialects, heightened text, masked styles such as Greek Tragedy and the Commedia dell’Arte, and classical scene work (including sword techniques). Anchor projects will include scene studies in dialect, improvised and rehearsed traditional half-mask scenes, choreographed sword fights, and performances in verse and prose from Shakespeare, Jonson, Moliere, and other classical playwrights.

This course should only be taken by upperclassmen who have previously completed Drama Workshop I & II. However, sophomores who have taken both prerequisites, or upperclassmen who are missing one of them, may be eligible with special instructor permission. It is a course that may be taken twice for credit since the skills practiced within it are recursive and every scene study is developmental for young actors. The sword combat unit assumes considerable physical danger and will require signed parent waivers before using the steel swords.

Scriptwriting

1 credit, offered every other year

Prerequisites: None (Intro to Theatre recommended)

The art of dramatic writing will be analyzed and applied in this workshop-style writing course for theatre enthusiasts. Students will study the elements of script format, characterization, plot structure, and style in the writing of both freeform and rigorously outlined short scripts. By the end of the course, students will be able to correctly format scripts, structure a story, build upon a central theme, and show off a portfolio of short scripts. Potential exercises could involve such things as adaptations of published premises, prop-centered scripts, news-inspired pieces, and class continuations of a common first page. The course will be focused around guided work sessions, circle sharing of student writing, staged readings, and constructive peer critiques.

This course is open to all students but recommended only for students who enjoy writing. Also, as with any theatre course, it is recommended that students take Intro to Theatre first, as basic scriptwriting concepts are introduced in that course, but expanded in this one.

Theatre Design

1 credit, offered every other year

Prerequisites: None (Intro to Theatre recommended)

Theatre Design is a technical theatre course aimed at students who are interested in learning to envision and craft the look and feel of a stage performance. Our central focus will be on the idea of "concept," and how we bring one to reality. We will explore the fundamentals of stagecraft, architecture, and costumes associated with historical periods, and the various roles on a director’s design team for theatrical productions. Students will design a theatre venue, complete a research project on period styles, and develop original student designs for lights, set, costumes, and makeup for a variety of musical, classical, and contemporary productions.

All students are eligible for the course, although it is recommended that students take Drama Workshop I first. Visual art skills, while not a requirement, will be a definite plus. Experiences and skills gained in this course will prepare students for student theatrical design work in GSAA productions as well as in future theatrical careers.

World Drama

1 credit, Grades 11 & 12 offered every other year

Prerequisites: 2 theatre courses

Students will spend the semester exploring the cultural traditions of theatre, theatrical movements from various cultures and times, and sharing plays in a reader's theatre format. There will be a substantial amount of staged reading, research, written analysis, and Socratic discussion in the course, supplemented by lecture, but it will culminate in student groups researching and produce a performance piece inspired by a culture or period studied in the course. Our objective is to train multicultural dramaturgs with a grounding in Greek tragedy, medieval religious drama, Chinese opera, Japanese Noh, and Kabuki theatre, the theatres of Renaissance France and Golden Age Spain, and the dramatic traditions of Latin America, Africa, and India.

This course is open to upperclassmen who have taken at least two theatre courses. Students should be comfortable with writing and reading challenging texts and performing aloud on stage. Sophomores or upperclassmen with only one theatre course may be eligible with special instructor permission.

Acting Topics

1 credit, Grades 11 & 12 offered every other year

Prerequisites: Intro to Theatre, Drama Workshop

Acting Topics is an elective theatre course intended for upperclassmen that fills in all of the fun little gaps that a mainstream progression of the theatre curriculum might not have time to cover in-depth. It is a student-driven course that will take a different shape and focus with every new section, depending upon the desires, interests, and abilities of the students. Students will collaborate to reach consensus upon a handful of "Acting Topics" (mostly experimental, artistic, philosophical, and political modes of theatre not covered by the other performing courses), and each one will become a unit focus. In each unit, students will research, read/view, create, enact, and critique works of theatre within the selected Acting Topic. Our objectives are to experiment in interactive forms of theatre, break down traditional audience barriers, build knowledge of the major figures and works in experimental theatre movements, and explore our own perspectives, prejudices, and identity through topical theatre action.

The prerequisites are the same as those for Drama Workshop III. Students should be upperclassmen who have previously completed Drama Workshop I & II. However, sophomores who have taken both prerequisites, or upperclassmen who are missing one of them, may be eligible with special instructor permission.

Visual Arts

Fundamentals of Art

0.5 credit

Prerequisites: None

Students will experiment with various media and techniques used to create a variety of two-dimensional (2-D) and three-dimensional (3-D) artworks as they explore the significance and the application of the elements of art and principles of design. These works may be in the form of drawing, painting, printmaking, collage, assemblage, and sculpture. Media may include but is not limited to graphite, charcoal, acrylics, inks, oils, clay, papier-mâché, wire and found objects. Students will develop and refine technical skills as they work toward the development of their own personal artistic style and voice as they consider influencing factors of personal, multi-cultural and historical significance. As students participate in the critique process, they will use visual art vocabulary to analyze and communicate the artistic implications and distinctiveness of their own artwork and that of their peers.

Advanced Studio: Personal Voice

1 credit

Prerequisite: Fundamentals of Art or equivalent as approved by the instructor

This course will challenge students to develop and express their individual artistic voice through various two dimensional or three-dimensional artworks. Over the course of the semester, students will work towards the development of an overall cohesive theme for the body of work created in this class.

This course will provide the opportunity for focused research, conceptualization, and application in both the student's choice of subject matter and media of interest. Media may include but is not limited to: drawing, painting, ceramics, sculpture, photography, or video.

Students will participate in project critiques to aide in the development of personal art making skill and style with a focus on presentation, artist statements, and portfolio development.

Ceramics One

1 credit

Prerequisites: None

Ceramics one is designed for students who have an interest in working with clay and gives students experiences in making functional as well as sculptural pieces using a variety of techniques.

Students will create ceramic pieces through hand building techniques including pinch, coil, and slab. As students experiment with personal designs, they will explore historical and cultural connections, work individually and collaboratively and reflect on artistic outcomes through the critique of their own work as well as that of their peers.

Ceramics Two

1 credit

Prerequisite: Ceramics One or equivalent as approved by instructor

Ceramics two is an advanced studio course designed to expand upon the skills and ideas gained in ceramics one. Students will explore a variety of ceramic techniques designed to refine hand building skills and experiment with wheel throwing skills through the exploration of more complex and conceptual forms. As in ceramics one, students will experiment with personal designs, they will explore historical and cultural connections, work individually and collaboratively and reflect on artistic outcomes through the critique of their own work as well as that of their peers.

House Design

0.5 credit, offered every other year

Prerequisite: Fundamentals of Art or equivalent as approved by the instructor

This course will challenge students to explore the elements of art and the principles of design to aide in the development of the creative process.

Students will translate two-dimensional architectural plans into three-dimensional form while considering the relationship of design elements and the impact they have on aesthetic quality. Students will be required to employ critical thinking and problem-solving skills as they visualize and construct a ¼ inch scale model of a home from their individual design schemes.

As students examine the interconnectedness of the arts throughout social and cultural perspectives, they will gain an enriched artistic understanding and visual awareness.

Art History 1900 to Present Day

0.5 credit

Prerequisites: None

An introduction to international developments in modern and contemporary art from 1900 to the present. This course provides students with a knowledge base to understand the visual arts as related to Modern and Contemporary Art. Discussion is centered on world art of the twentieth century, including Modernism to Postmodernism.

Students explore the forms, meanings, and purposes of art in this introductory course. Consideration is given to various media, techniques, styles, and content within historical and cultural contexts.

Drawing & Painting

1 credit

Prerequisites: Fundamentals of Art and Personal Voice

Students will demonstrate proficiency in the conceptual development of content in drawing and painting to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students will produce works that show evidence of developing craftsmanship and quality in composition through the consideration and application of the elements of art and principles of design. Through the critique process, students will evaluate and respond to their own work and that of their peers with the goal of refining and improving their artistic skills. As students engage in a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students will begin to develop their individual and personal artistic style.

Portfolio Design & Presentation

0.5 credit, offered every other year

Prerequisite: Advanced Studio: Personal Voice or equivalent as approved by the instructor

This course provides students with an opportunity to construct both a digital and a physical portfolio that showcases their success and growth as artists.

Students will explore methods to select, arrange and display examples of their artwork that demonstrate an understanding and execution of the elements of art and principles of design.

Attention is given toward preparation for a portfolio review for college and/or employment opportunities.

Sewing

0.5 credit, elective

Prerequisite: No

Sewing is an elective for all grade levels and skill level. Students will learn to make a variety of items from stuffed animals, purses, pillows, backpacks and clothes. Students will be asked to make three items as introductory projects to the class after completing these projects students may choose their own projects. Each student will need to produce 6 to 8 projects per quarter. They may choose from a variety of patterns in the classroom or find projects online or buy their own patterns. There is some fabric that has been donated to our classroom, but students may need to provide their own material and specific items needed to complete a specific project. Students will need to be able to thread their machine and replace a bobbin. They will need to be able to identify the parts of a sewing machine and what it does. Students will learn how to read patterns and pattern directions. Several of our machines have decorative stitching and are able to make buttonholes. Students will learn how to choose appropriate stitching for the project they are working on. Students will be graded based on how well they gather material needed for their project, ability to follow directions, how independently they are able to work, how well they manage and take care of their machine and completing their project.