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THE NEW HAVEN BOARD OF EDUCATION
The Honorable Toni Harp, Mayor, City of New Haven
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James Cotto, Vice President
Tamiko Jackson-McArthur
Dr. Edward Joyner
Frank Redente
Joseph Rodriguez (ELECT)
Makayla Dawkins, Student Representative
Jacob Spell, Student Representative

NEW HAVEN PUBLIC SCHOOLS
CENTRAL OFFICE ADMINISTRATION
Dr. Reginald Mayo, Interim Superintendent of New Haven Public Schools
Dr. Carol Birks, Superintendent of New Haven Public Schools (effective 3/2018)

COOPERATIVE ARTS & HUMANITIES HIGH SCHOOL (CO-OP HS) ADMINISTRATION
Val-Jean Belton, Principal
Timothy Jones, Arts Director
John Nguyen, Assistant Principal
Mark Sweeting, Assistant Principal

CO-OP HIGH SCHOOL TELEPHONE NUMBERS
Main Office 475-220-2400
Arts Office 475-220-2412
Guidance 475-220-2420
Library/Media Center 475-220-2440
Nurse’s Office 475-220-2415
Security Office 475-220-2405
NHPS Magnet Office 203-946-7415

CO-OP HIGH SCHOOL WEBSITES
Main Co-Op High School Website www.Co-Opartsandhumanities.org
Co-Op Voices (news, writing, art, photography, and more) www.coopvoices.com
Celebrating the arts in each of us and in all we do, Cooperative Arts and Humanities High School is a rigorous arts-focused, college and career preparatory program that awakens a diverse community of student-artists to their individual powers as creators, thinkers, and leaders for the 21st century.

--Developed by Co-Op teachers, students, and administrators
Fall, 2011
Cooperative Arts & Humanities
High School History

Founded in 1980 as a joint urban-suburban venture of New Haven and Hamden, Co-Op was originally located on Lake Whitney in Hamden. The school partnership disbanded in 1985 and the New Haven component relocated to 800 Dixwell Avenue in the Elm City’s Newhallville section. At that time, Betsy Ross Arts Magnet Middle School was already serving students with an interest in the arts at what is now the Conte-West Hills School site in Wooster Square. Betsy Ross parents were eager to extend their children’s arts opportunities to the high-school level.

In response, New Haven school officials, with guidance from Mary Hunter Wolf, a renowned theater founder, director, and arts education visionary, established Cooperative Arts and Humanities High School. Its mission was to provide a comprehensive arts and humanities curriculum to a diverse student body from New Haven. In its first year, 90 freshmen were trained three times per week for 45 minutes in theater or dance from a staff of two part-time teacher-artists.

As the school’s reputation, enrollment, and need for space grew, in 1991 Co-Op moved into 444 Orange Street in the East Rock neighborhood, the former St. Mary’s High School. Co-Op also became a regional interdistrict magnet school, accepting 35% of its students from 30 suburban school districts and 65% from New Haven.

With its ever-expanding student body, staff, and need for adequate arts spaces, Co-Op entered a new era by moving to downtown New Haven in 2009. Its present College Street home, a state-of-the-art facility designed by Pelli Clarke Pelli Architects, offers proximity to Yale, the Shubert Theatre, art galleries, performance spaces, the New Haven Green, cafes and shops, public transportation, and much more. Co-Op now has a 350-seat theater with fly loft and orchestra pit; black box theater; scene shop; music, dance, and television studios; science and computer labs; recording facilities; library media center; and art exhibit gallery.

Today, each of Co-Op’s 650 students selects an “arts major” in creative writing, dance, music, theater, or visual arts. Instructed by a staff of more than 20 full- and part-time teacher-artists, students pursue nearly two hours of arts study daily. The arts curriculum is carefully integrated into a traditional academic curriculum taught by a faculty numbering approximately 40.

For more than 30 years, Co-Op has celebrated the arts in each of us and in all we do, and we eagerly anticipate doing so for many years to come.
Graduation requirements are established and periodically reviewed by the Connecticut State Legislature and Board of Education, the New Haven Board of Education, and Cooperative Arts and Humanities High School leadership.

Co-Op educates its students broadly, in a variety of academic disciplines, and also deeply, within an arts discipline. Students earn eight credits per year, for a total of 32 credits over four years of high school.* Each year, a Co-Op student earns two credits from his or her arts major courses; the remaining six credits come from courses that are either graduation requirements or electives. As a rule, one full-year course is worth one credit, and one semester-long course is worth .5 credit.

Course distribution requirements for graduation from Co-Op are:

- 8 credits in Fine Arts; the arts major courses fulfill this requirement
- 4 credits in English
- 4 credits in Mathematics
- 3 credits in Science \(\text{(note: many colleges expect 4 credits)}\)
- 3 credits in Social Studies, including a full year of World History, a full year of US History I or History II, and a one-semester (1/2 credit) Civics class
- 3 credits* in World Languages, in the same language \(\text{(a minimum of 2 credits, but completion of level 3 – many colleges expect 3 – 4 credits in the same language)}\)
- 1 credit in Physical Education
- 1 credit in Technology Education
- In addition to the 26/27 credits listed above, Co-Op students also complete
- 5/6 elective credits in subjects of their choice

*To graduate with a Co-Op diploma, a minimum of 29 credits is required.
Required Course List

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Honors)</td>
<td>1 credit</td>
</tr>
<tr>
<td>Math (Honors)</td>
<td>1 credit</td>
</tr>
<tr>
<td>History (Honors)</td>
<td>1 credit</td>
</tr>
<tr>
<td>Science (Honors)</td>
<td>1 credit</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>1 credit</td>
</tr>
<tr>
<td>Technology</td>
<td>1 credit</td>
</tr>
<tr>
<td>Art classes</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Honors)</td>
<td>1 credit</td>
</tr>
<tr>
<td>Math (Honors)</td>
<td>1 credit</td>
</tr>
<tr>
<td>History (Honors)</td>
<td>1 credit</td>
</tr>
<tr>
<td>Science (Honors)</td>
<td>1 credit</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>1 credit</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 credit</td>
</tr>
<tr>
<td>Art classes</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Honors/AP)</td>
<td>1 credit</td>
</tr>
<tr>
<td>Math (Honors/AP)</td>
<td>1 credit</td>
</tr>
<tr>
<td>History (Honors)</td>
<td>1 credit</td>
</tr>
<tr>
<td>Science (Honors)</td>
<td>1 credit</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>1 credit</td>
</tr>
<tr>
<td>Art classes</td>
<td>2 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>4 credits</td>
</tr>
</tbody>
</table>
Grading System
Grades are an assessment of a student's achievement and progress in each class. Report cards are issued four times during the school year, and interim reports are mailed home soon after the midpoint of each marking period. Grades are reported as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96 - 100</td>
</tr>
<tr>
<td>A</td>
<td>94 - 95</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93</td>
</tr>
<tr>
<td>B+</td>
<td>86 - 89</td>
</tr>
<tr>
<td>B</td>
<td>84 - 85</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83</td>
</tr>
<tr>
<td>C+</td>
<td>76 - 79</td>
</tr>
<tr>
<td>C</td>
<td>74 - 73</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 73</td>
</tr>
<tr>
<td>D+</td>
<td>66 - 69</td>
</tr>
<tr>
<td>D</td>
<td>64 - 65</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 63</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59 (no credit)</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete*</td>
</tr>
</tbody>
</table>

*Incompletes are given only for exceptions such as long illness or emergency, and require special arrangement. Missed work is the student's responsibility, and must be made up within four weeks after the Incomplete was issued. Failure to make up work will result in an F grade.

Course Levels, Weighting of Grades, and Grade Point Average (GPA)
New Haven Public Schools assigns levels to all high-school academic classes to indicate the degree of challenge inherent in each course. Course levels have a direct effect on a student's grade point average, or GPA. NHPS high-school courses are classified as follows:

- **Level 4**: Advanced Placement/AP
- **Level 3**: Honors
- **Level 2**: College
- **Level 1**: Basic

Students earn both a weighted and an unweighted grade point average (GPA). Weighted or unweighted, a higher numeric GPA reflects a more successful academic performance.

- **Weighted GPA**: Weighted grade point average (GPA) does take course levels into account. It is calculated as the arithmetic average of all courses taken (total weighted grade points divided by credits completed). Weighted GPAs range from 5.33 to 0. To calculate a weighted GPA, refer to the relevant weighting columns in the following chart on a course-by-course basis, depending on whether an individual course is Basic, College, Honors, or AP level.

- **Unweighted GPA**: Unweighted GPA does not take course levels into account. It is calculated as the arithmetic average of all courses taken (total standard grade points divided by credits completed). Unweighted GPAs range from 4.33 to 0. To calculate an unweighted GPA, use the Standard (unweighted) column in the chart that follows.

This chart shows how NHPS assigns grade points according to grade earned and course level. Other school systems may use different grade point values to calculate GPA.
<table>
<thead>
<tr>
<th>Grade Earned</th>
<th>Standard Unweighted</th>
<th>Honors Weighted: Standard +.5</th>
<th>Advanced Placement Weighted: Standard +1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 1: Basic courses</td>
<td>Level 2: &quot;College&quot; courses</td>
<td>Level 3: Honors courses</td>
</tr>
<tr>
<td>A+</td>
<td>4.33 grade points</td>
<td>4.83 grade points</td>
<td>5.33 grade points</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>4.5</td>
<td>5.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.66</td>
<td>4.16</td>
<td>4.66</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>3.83</td>
<td>4.33</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>3.5</td>
<td>4.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.66</td>
<td>3.16</td>
<td>3.66</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>2.83</td>
<td>3.33</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>2.5</td>
<td>3.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.66</td>
<td>2.16</td>
<td>2.66</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>1.83</td>
<td>2.33</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>1.5</td>
<td>2.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.66</td>
<td>1.16</td>
<td>1.66</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Some non-academic courses are not assigned a level and are not included in GPA calculation, such as Physical Education, Community Service, Teacher Assistant, and Work Study/Internship.

**Rank in Class**

Class rank is the calculation of each student’s academic standing in relation to all students in his or her grade. Class rank is finalized prior to the start of senior year and is based solely on the grade 9-11 weighted GPA, which is in turn based on course levels and grades earned. Seniors can calculate their own GPAs using the chart above and should report any discrepancies to a guidance counselor immediately. Note: Only students enrolled in New Haven Public Schools for three or more high-school years are included in class rank calculations.

*To learn more, please contact the school or refer to the New Haven Public Schools Student/Parent Handbook, given to all families at orientation. The handbook is also available online at [www.nhps.net](http://www.nhps.net) under Parents and Students/News Parents Can Use.*
The English Department’s Vision for Learning

We believe that it is essential for all students to understand and use the power of language, literature, and the arts to aid in their pursuit of a fulfilling and successful life. Throughout their course of study our students will develop the critical framework to interpret and influence their world.

The English Department at Cooperative Arts and Humanities Magnet High School offers a wide variety of courses and genres to engage all types of students, from reluctant to advanced readers. All English courses are college preparatory in nature. Students learn how to critically read, analyze, and evaluate authors’ style and recognize the correlation between style and meaning. The goal is for all students to demonstrate themselves as literate, thoughtful communicators capable of controlling language effectively in an increasingly complex and information-rich world.

Honors English courses are considered “pre-AP” and are designed to prepare students for Advanced Placement (AP) courses in English. All Honors/AP courses have prerequisites. Each incoming ninth grader takes a placement exam that, with CMT scores and grades, determines the appropriate course for that student. Enrollment in subsequent Honors or AP courses requires (but is not limited to) honors or high honors term grades, teacher recommendation, identification of AP Potential via College Board assessment, a self-advocacy letter from the student, and/or AP Coordinator approval.

Students need to earn four credits in English to graduate.

<table>
<thead>
<tr>
<th>Year</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Course</td>
<td>Eng 1</td>
<td>Eng 2</td>
<td>Eng 3</td>
<td>Eng 4</td>
</tr>
<tr>
<td>Honors Course</td>
<td>Eng 1 Honors*</td>
<td>Eng 2 Honors*</td>
<td>Eng 3 Honors*</td>
<td>Eng 4 Honors*</td>
</tr>
<tr>
<td>Support Class</td>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Courses</td>
<td></td>
<td></td>
<td>AP Language*</td>
<td>AP Language*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AP Literature*</td>
<td>AP Literature*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>UConn English*</td>
<td>UConn English*</td>
</tr>
</tbody>
</table>

*Students must be recommended by a teacher based on previous grades, test scores, and class performance or self-advocate to be able to take an AP or Honors Course.
English 1 Honors (Course 111)  
Grade 9  
1 Credit  
Full Year  
Prerequisite(s): An inspection of English Language Arts grades, standardized test scores, placement exam and, when applicable, teacher recommendations  
English 1 Honors centers on self-discovery: helping students to better understand themselves, others, and their world through the study of literature. Writing, the core of the curriculum, is taught in conjunction with literature. Students explore literature from the classics through modern novels in class, independently, and through research, emphasizing the genres, authors, cultures, and history of each text. Students demonstrate understanding through discussions, presentations, responses, and essays. Through extensive reading and writing, students improve their critical thinking, vocabulary, usage, and grammar.

English 1 (Course 107)  
Grade 9  
1 Credit  
Full Year  
English 1 centers on self-discovery: helping students to better understand themselves, others, and their world through the study of literature. Students explore literature from the classics through modern novels in class, independently, and through research, emphasizing the genres, authors, cultures, and history of each text. Students demonstrate understanding through discussions, presentations, responses, and essays. Through reading and writing, students improve vocabulary, usage, and grammar. Development and application of critical thinking skills, including reader response, is essential in this course.

English 2 Honors (Course 121)  
Grade 10  
1 Credit  
Full Year  
Prerequisite(s): Satisfactory completion of English 1 with a 85 average and 90% attendance, satisfactory completion of English 1 Honors with an 80 average and 90% attendance  
English 2 Honors centers on the varied conflicts faced by characters in literature and individuals in the world: internal conflicts, cultural conflicts, conflicts with our natural world, and conflicts with technology. Students encounter increasingly sophisticated literature in a variety of genres, further developing their ability to read analytically. Students are expected to read, interact with, and understand, as a class and independently, complete texts and excerpts, poetry, essays, and articles. Students are expected to write frequently, with at least one extended response a week and regular essays. Students should expect extended reading assignments. Each of the units will culminate in one or two performance tasks that require students to demonstrate the learning from the unit, which includes formal essays, research projects, and presentations. Work will continue to support the skills assessed in the PSAT, the SAT, and the new Smarter Balanced Assessments (Connecticut Core Standards), as well as prepare students for an Advanced Placement English course.

English 2 (Course 115)  
Grade 10  
1 Credit  
Full Year  
Prerequisite(s): Satisfactory completion of English 1  
English 2 centers on the varied conflicts faced by characters in literature and individuals in the world: internal conflicts, cultural conflicts, conflicts with our natural world, and conflicts with technology. Students encounter increasingly sophisticated literature in a variety of genres, further developing their ability to read analytically. Students are expected to read, interact with, and understand, as a class and independently, complete texts and excerpts, poetry, essays, and articles. Students are expected to write frequently, with at least one extended response a week. Each of the units will culminate in one or two performance tasks that require students to demonstrate the learning from the unit, which includes formal essays, research projects, and presentations. Work will continue to
support the skills assessed in the PSAT, the SAT, and the new Smarter Balanced Assessments (Connecticut Core Standards).

**English 3 Honors** (Course 127)  
**Grade 11**  
**1 Credit**  
**Full Year**

*Prerequisite(s): Satisfactory completion of English 2 with a 85 average and 90% attendance, or satisfactory completion of English 2 Honors with an 80 average and 90% attendance*

English 3 Honors is a demanding course introducing students to the rich and varied multicultural heritage of American literature with an introduction to similar themes found in world literature. Students read a broad range of works that give voice to diverse perspectives on what it means to be a world citizen while reconciling the “American Dream.” The study of traditional and contemporary works help students establish a frame of reference for the analysis of American cultural patterns through the lens of some of literature’s most prolific writers. Students prepare for the SAT and AP or college-level coursework and write their college essay.

**English 3** (Course 124)  
**Grade 11**  
**1 Credit**  
**Full Year**

*Prerequisite(s): Satisfactory completion of English 2*

English 3 introduces students to the rich and varied multicultural heritage of American literature with an introduction to similar themes found in world literature. Students read a broad range of works that give voice to diverse perspectives on being American. The study of traditional and contemporary works help students establish a frame of reference for the analysis of American cultural patterns through the literary voices of some of literature’s most prolific writers. Students prepare for the SAT and write their college essay.

**English 4** (Course 130)  
**Grade 12**  
**1 Credit**  
**Full Year**

English 4 is a survey of American and world non-fiction and literature. Students read and view texts including essays, novels, poetry, and film to cultivate an appreciation for and deepen their sense of world citizenship. Through reading and writing, students improve thinking skills, vocabulary, usage, and grammar; the course pays particular attention to preparing for the demands of college composition. Students will write for a variety of purposes and audiences including but not limited to the college essay, personal narrative, argument, and synthesis. Students will also prepare for post-secondary life, by receiving support on items such as SAT registration and practice, as well as college applications and essays. Students work collectively and individually to achieve these goals throughout the year.

**English 4 Honors** (Course 132)  
**Grade 12**  
**1 Credit**  
**Full Year**

English 4 is a survey of American and world non-fiction and literature. Students read and view texts including essays, novels, poetry, and film to cultivate an appreciation for and deepen their sense of world citizenship. Through reading and writing, students improve thinking skills, vocabulary, usage, and grammar; the course pays particular attention to preparing for the demands of college composition, with significant work outside of class. Students will write for a variety of purposes and audiences including but not limited to the college essay, personal narrative, argument, and synthesis. Students will also prepare for post-secondary life, by receiving support on items such as SAT
registration and practice, as well as college applications and essays. Students work collectively and individually to achieve these goals throughout the year.

**Advanced Placement (AP) Literature and Composition** (Course 137)  
Grades 11-12  
1 Credit  
Full Year  
**Prerequisites:** Students participating in this course must be in good academic standing with an 85% average in the previous English Course and have a 90% attendance rate or better  
AP English Literature and Composition studies how moral, ethical, social, and/or cultural conflicts convey human nature. Students extensively read a great variety of texts for different genres from the sixteenth and seventeenth centuries to contemporary literature worldwide. They are expected to study two or more novels in depth next to excerpts of prose, drama, satire, and poetry. Through apt analysis and in-class discussions, students become skilled in determining, interpreting, and analyzing the literary devices and techniques used by the author to convey the overall meaning of the text. The course requires numerous college-level writings in the form of analytical responses and weekly well-crafted essays, some of which will undergo numerous revisions. During the year, students practice how to correctly respond to multiple-choice questions and test-taking skills for the AP exam. The course ends with the official College Board AP exam and a creative writing project, which is completed soon after the exam.

**Advanced Placement (AP) Language and Composition** (Course 138)  
Grades 11-12  
1 Credit  
Full Year  
**Prerequisites:** Students participating in this course must be in good academic standing with an 85% average in the previous English Course and have a 90% attendance rate or better  
AP English Language and Composition is a university-level course that focuses on prose in a variety of rhetorical contexts. Students become skilled in language as a persuasive tool and the interplay between writer, context, audience, and argument. The AP Language and Composition is a survey course where students will be exposed to a variety of thematic units related to the American Experience. Students will be asked to read and reflect upon the variety of American voices and perspectives. Each unit will contain essential non-fiction readings, while offering additional fiction, musical, film, visual art, and other cultural artifacts—related to the unit theme. Each unit will contain a suggested paper or small project. These assignments will usually call on the student to synthesize two or more textual sources or disciplines. The course is rigorous, and students will be challenged; students read and write frequently outside of class. A great deal while practicing the rhetorical skills they are learning. Students will take the AP exam in May.

**UCONN English 1010: Seminar in Academic Writing**  
Grades 11-12  
1 Credit  
Full Year  
**Prerequisites:** Students participating in this course must be in good academic standing with an 85% average in the previous English Course, have a 90% attendance rate or better, and a recommendation from their teacher. Students can also choose to complete the self-advocacy process to be considered for the course.  
This course is an inquiry-driven academic writing seminar where students enroll as UCONN undergraduates and may earn 4 credits at UCONN and similarly accredited universities across the nation. The course emphasizes instruction in academic writing through interdisciplinary reading. Assignments highlight interpretation, argumentation, and reflection. Revision of formal assignments and instruction on grammar, mechanics, and style will also play a role. The A.P. Language and Composition curriculum will be integrated in the course to prepare students for the A.P. exam in May as an alternative route to earning college credit. As a seminar-structured writing
course, the instructor will look to curate and oversee cycles of writing and reflection resulting in each student producing 30 pages of revised, college-level prose. Readings assigned in the course will require students to make use of literary texts to generate and support research projects utilizing the UCONN Library databases to extend beyond the occasion of the class texts. This course will ask students to prepare 30% more writing than its AP counterpart and seminar content will vary by instructor.

UCONN English 1011: Seminar in Writing Through Literature (Course 3290) Grades 11-12
1 Credit Full Year
Prerequisites: Students participating in this course must be in good academic standing with an 85% average in the previous English Course, have a 90% attendance rate or better, and a recommendation from their teacher. Students can also choose to complete the self-advocacy process to be considered for the course

This course is an inquiry-driven academic writing seminar where students enroll as UCONN undergraduates and may earn 4 credits at UCONN and similarly accredited universities across the nation. The curriculum is primarily focused on research and academic writing assignments rather than a survey of literary genres; although the A.P. Literature and Composition curriculum will be integrated in the course to prepare students for the A.P. exam in May as an alternative route to earning college credit. As a seminar-structured writing course, the instructor will look to curate and oversee cycles of writing and reflection resulting in each student producing 30 pages of revised, college-level prose. Readings assigned in the course will require students to make use of literary texts to generate and support research projects utilizing the UCONN Library databases to extend beyond the occasion of the class texts. This course will ask to prepare 30% more writing than its AP counterpart and seminar content will vary by instructor.
The Mathematics Department’s Vision for Learning

The Mathematics Department’s goal is to provide every student at Co-Op with opportunities and activities that offer mathematical experiences and mathematical ideas that will serve as a foundation for careers and further study in mathematics.

The Mathematics Department at Cooperative Arts and Humanities Magnet High School is committed to meeting the requirements and criteria of the standards of the State of Connecticut. Emphasis is placed on problem solving, critical thinking, and reasoning. We are actively engaged in producing students who can compute and estimate, use mathematical language, and express coherently the logical sequence and conclusion of their computations. Ability to meet mathematical challenges will develop in concert with the oral and verbal abilities of the students, who will become well-rounded mathematically competent people ready for college and the real world.
### Algebra I Honors (Course 213) Grades 9-10
1 Credit Full Year
Students acquire in-depth understanding of algebraic concepts including algebraic expressions, the real number system, solving and graphing linear equations and functions, solving and graphing linear inequalities, and quadratic equations and functions. Students learn to manipulate expressions with exponents and polynomials. This rigorous course prepares students for upper-level mathematics such as Geometry, Algebra II/Trigonometry, Pre-Calculus, and AP Statistics.

### Algebra I (Course 210) Grades 9-10
1 Credit Full Year
Students learn the basic algebraic expressions, compute with real numbers, and solve and graph linear equations and inequalities. The class solves and graphs quadratic equations using real numbers. Students are introduced to quadratic equations, functions, exponents, polynomials, geometry, and the Pythagorean theorem. This course prepares the students for upper-level mathematics courses such as Geometry, Algebra II/Trigonometry, Pre-Calculus, and AP Statistics.

### Calculus (Course 238) Grade 11-12
1 Credit Full Year
This course prepares students for further study of calculus in college. Topics covered in the course include but are not limited to: infinite limits & differentiation, applications of differentiations, integration, log/ exponential & transcendental functions, differential equations, infinite series and 26 advanced integration techniques. Use of the graphing calculator will be indispensable throughout the curriculum.

### Geometry Honors (Course 221) Grades 9-12
1 Credit Full Year
**Prerequisite: “B” or better in Algebra 1 Honors or department recommendation**
Geometry Honors is designed for a student headed toward AP Calculus. This course gives students experiences that deepen the understanding of two- and three-dimensional objects and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric objects include the study of points, lines, angles and planes; polygons, with a special focus on quadrilaterals, triangles, and right triangles; circles; and polyhedra and other solids. Use of graphing calculators is encouraged.

### Geometry (Course 218) Grades 9-12
1 Credit Full Year
**Prerequisite: Passing grade of “C-“ or better in Algebra I**
Geometry provides students with experiences that deepen the understanding of two- and three-dimensional objects and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric objects include the study of points, lines, angles and planes; polygons, with a special focus on quadrilaterals, triangles, and right triangles; circles; and polyhedra and other solids. Use of graphing calculators is encouraged.

### Algebra II/Trigonometry Honors (Course 229) Grades 9-12
1 Credit Full Year
**Prerequisite: “B” or better in Honors Geometry or teacher recommendation**
Algebra II/Trigonometry Honors is designed for the student who is headed toward Pre-Calculus, AP Statistics, or AP Calculus. In addition to topics covered in Algebra II, there will be increased emphasis
on powers, roots, radicals, exponential and logarithmic functions, rational exponents and matrices. The students will also be introduced to right-triangle trigonometry.

**Algebra II/Trigonometry** (Course 227)  
Grades 9-12  
1 Credit  
Full Year  
**Prerequisite:** Passing grade of "C-" or better in Algebra I and Geometry

Algebra II/Trigonometry reviews and expands the basic concepts of Algebra I and develops the understanding and use of functions, graphing, systems of linear equations and inequalities, polynomials, rational and irrational expressions, quadratics, and rational exponents. Students apply these concepts to real-world situations. This course prepares students for upper-level math courses such as AP Statistics or AP Calculus.

**Pre-Calculus Honors** (Course 237)  
Grades 10-12  
1 Credit  
Full Year  
**Prerequisite:** "B+" or better in Algebra II Honors or teacher recommendation

Pre-Calculus Honors provides an intense study of the topics fundamental to the study of calculus. Emphasis is placed on functions and their graphs with special attention to polynomial, rational, exponential, and logarithmic and trigonometric functions, and analytic trigonometry. Other topics include matrices, permutations and combinations, statistics, and derivatives. Upon completion of this course, students should be able to solve practical problems and use appropriate models for analysis and prediction. All students are required to complete two independent math investigations during the second semester.

**Pre-Calculus** (Course 234)  
Grades 10-12  
1 Credit  
Full Year  
**Prerequisite:** Passing grade of "C-" or better in Algebra II

Pre-Calculus provides students with a broader foundation for the application of various algebraic and trigonometric functions. The course begins with an in-depth study of trigonometric and circular functions, and concentrates on comparisons among linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Other topics covered may include matrix algebra, permutations and combinations, statistics, and derivatives.

**Advanced Placement (AP) Statistics** (Course 241)  
Grades 11 and 12  
1 Credit  
Full Year  
**Prerequisite:** Successful completion of Algebra I, Geometry, and Algebra II (with an A- or better in Algebra II College, B or better in Algebra II Honors), and teacher recommendation

AP Statistics is the equivalent of a single-semester college course in statistics (non-calculus based). Students who sign up for this course must be prepared to do an hour of homework per night. This course is designed to provide students with the skills necessary to accurately communicate their findings concerning statistical concepts. These findings are centered on exploring data by using graphical and numerical descriptions to analyze any patterns (or lack of patterns); planning and executing a well-developed study; using probability to anticipate the distribution of a set of data; and determining the most appropriate model based upon statistical inference. Along with these abilities, students will gain proficiency in terms of accurately communicating their understanding of statistical concepts throughout the course. This includes, but is not limited to, effectively communicating how methods, results, and interpretations of data for any given experiment are valid. They learn that the ability to write complete responses using appropriate terminology, as well as using appropriate justifications, is a critical aspect of gaining statistical proficiency.
Pre-College Math  (Course 242)  
Grades 11-12  
1 Credit  
Full Year  
Prerequisite:  Passing grade of “C-” or better in Algebra II  
Pre-College Math includes number theory, patterns and functions, intermediate algebra, measurement, logic, statistics, and probability. The course is designed to implement various teaching strategies such as cooperative learning, integrated instruction, projects and investigations, and use of manipulatives, in order to prepare students for full credit math courses at the college level.

Advanced Placement (AP) Calculus AB  (Course 239)  
Grades 11-12  
1 Credit  
Full Year  
Prerequisite:  Successful completion of Algebra 1, Geometry, Algebra 2, and Pre-Calculus Honors with a grade “B” or better or Pre-Calculus Academic with a grade “A” and permission of current mathematics teacher.  Summer homework is required and scored as a test grade.  
AP Calculus AB is a college-level course in differential and integral calculus, equivalent to one semester of calculus at most colleges. Topics include a review of functions, an introduction to limits and continuity, derivatives and their applications, integrals and their applications, anti-derivatives and the Fundamental Theorem of Calculus, and an introduction to differential equations using slope fields. Emphasis is placed on conceptual understanding and working with functions represented graphically, numerically, analytically, and verbally. As in all AP classes, students and parents must sign a commitment contract and understand that students will take the national AP exam in May as a portion of their fourth-quarter grade.

Statistics  (Course 240)  
Grades 11-12  
1 Credit  
Full Year  
Students will be introduced to the major tools and concepts of statistics. Conclusions will be drawn based on collection, organization and analysis of data. Students will produce models using probability and simulation by looking at patterns and variations from patterns; which, in turn, will require them to decide how and what to measure to confirm the accuracy of their models. Technology and manipulatives will be incorporated on a regular basis during instruction and assessment. The graphing calculator is used extensively as a classroom tool aid and is a required instrument in the course.
The Physical Education Department’s Vision for Learning

Our goal is to prepare our students for the challenges and opportunities they will face after graduation. Physical activity, good muscular strength in all major muscle groups, and cardiovascular endurance are necessities for good health and well being.

**Physical Education (Course 904)**  
1 Credit  
Grades 9-12  
Full Year

This course emphasizes the physical fitness components of aerobic endurance, flexibility, and abdominal strength, as evaluated through the Connecticut Physical Fitness Assessment. Classes feature team activities such as basketball, volleyball, track and field, tennis, golf, badminton, floor hockey, soccer, pickle-ball, lacrosse, softball, bowling, personal fitness, and cooperative games. A dress code, participation, behavior, and effort are stressed, along with positive attitudes toward physical activity and athletics. This course helps students learn about the components of fitness, evaluate their own fitness level, and develop a personal plan to maintain fitness for the rest of their adult lives.
The Special Education Department’s Vision for Learning

Our students will master the regular education curriculum modified to their specific individual learning needs. Students who are not performing at grade level on specific examinations, or who are lacking in basic skills, will benefit from the development of high-interest, personalized curriculums, cooperative learning, and conflict resolution instruction to facilitate positive interactions between staff, students, and parents/guardians. The Special Education Department also strives to fulfill state and federal regulations to enable students to successfully transition into post-secondary education and/or employment. These services are delivered in an inclusive setting whenever possible, across all content areas, and are the result of extensive collaboration with regular education teachers.

Resource (Course 4000) Grades 9-12
1 Credit Full Year
This course supports the regular education curriculum for grades 9-12, with individually determined concentration on the areas of greatest academic need. Students are recommended for and placed in Resource by Co-Op’s Planning and Placement Team (PPT) to support their academic performance in the regular education curriculum. One full credit may be earned in an academic discipline of concentration.
Science Graduation Requirements

1 Phy-Chem course, 1 Biology course, 1 Chemistry course

Students interested in a science, health or medical career should take science electives, and the most challenging courses they can handle in both science and mathematics.

Grade 9 Courses (one is required)
- Phy-Chem
- Phy-Chem Honors

Grade 10 Courses (one is required)
- Biology College
- Biology Honors
- AP Biology

Grade 11 Courses (one is required)
- Chemistry College
- Chemistry Honors
- AP Chemistry

Grade 11 & 12 Electives (not required)
- Human Physiology
- Environmental Studies
- Physics
- AP Chemistry
- AP Physics
- AP Biology
Phy-Chem
1 credit
402 (College level)
406 (Honors level) Prerequisite: Teacher recommendation
PhyChem is a required course for New Haven students. It focuses on science literacy; a combination of understanding major science concepts and theories, using scientific reasoning and inquiry, and recognizing the complex interactions between science, technology and society. It includes disciplinary core ideas, science and engineering practices, and cross-cutting concepts aligned to Connecticut’s new Next Generation Science Standards as tested in grade 11. The major topics include human impact on earth and in the environment, earth materials and global interdependence, energy sources and electricity, and a study of weather and climate change. This is a full year laboratory science course where students will use science inquiry, literacy and numeracy skills.

Biology
1 credit
410 (College level)
414 (Honors level) Prerequisite: Teacher recommendation and in general at least B in previous science course. Honors level requires more reading, more independent work, and deeper math analysis.

Biology is a required course for New Haven students. This course includes the study of living organisms. It focuses on science literacy; a combination of understanding major science concepts and theories, using scientific reasoning and inquiry, and recognizing the complex interactions between science, technology and society. It includes disciplinary core ideas, science and engineering practices, and cross-cutting concepts aligned to Connecticut’s new Next Generation Science Standards as tested in grade 11. The major topics include the chemistry of living things, bacteria and viruses, heredity and genetics, evolution, populations, and ecosystems and interactions.

Advanced Placement (AP) Biology (Course 433)
1 Credit
Prerequisite: Teacher recommendation is required. Successful completion of chemistry is also recommended.
The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course. Essential goals are for students to grasp science as a process rather than as an accumulation of facts; acquire personal experience in scientific inquiry; recognize unifying themes that integrate the major topics of biology; and apply biological knowledge and critical thinking to environmental and social concerns. Primary areas of inquiry will be molecules and cells, heredity and evolution, and organisms and populations. This course includes weekly after school lab work.
As in all AP classes, students and parents must sign a commitment contract and understand that students will take the national AP exam in May as a portion of their fourth-quarter grade.

**Chemistry**

1 credit

*Grade 11 (open to grade 10, 11, 12)*

(may be taken concurrently with Biology or Physics)

418 (College level)  
**Prerequisite: Algebra I, PhyChem**

422 (Honors level)  
**Prerequisite: Teacher recommendation and or at least B in Phy-Chem and Algebra I. Honors level requires more reading, more independent work, and deeper math analysis.**

Chemistry is a required course for New Haven students. This course is the study of matter and energy and their interactions. It focuses on science literacy by combining the understanding of major science concepts and theories, using scientific reasoning and inquiry, and recognizing the complex interactions between science, technology and society. Chemistry includes disciplinary core ideas, science and engineering practices, and cross-cutting concepts aligned to Connecticut’s new Next Generation Science Standards as tested in grade 11. Chemistry includes extensive lab work and the use of math concepts as applied to chemical reactions. The major topics include the matter and energy, atomic structure and bonding, chemical reactions, kinetic molecular theory, heat and thermodynamics, atomic spectra, nuclear reactions, especially as applied to topics such as stars, and special topics such as gas laws, acids/bases and intro to organic chemistry.

**Advanced Placement (AP) Chemistry** (Course 437)

1 Credit

*Grades 11-12*  
*Full Year*

**Prerequisite: Grade of B or better in Algebra 2 or Precalculus and teacher recommendation**

AP Chemistry imparts an in-depth understanding of chemistry fundamentals and competence in dealing with chemical problems. This course develops the chemistry student’s ability to think and to express ideas with clarity and logic. It differs from first-year chemistry in the topics covered and the emphasis placed on chemical calculations and the mathematical formulation of principles. Topics covered in detail are the structure and states of matter, chemical reactions, and descriptive chemistry. Great emphasis is placed on solving chemical problems, chemical calculations, mathematical formulation of principles, and laboratory work. Students are required to spend at least 5 hours a week at home in unsupervised individual study, and participate in bimonthly lab work after school. As in all AP classes, students and parents must sign a commitment contract and understand that students will take the national AP exam in May as a portion of their fourth-quarter grade.

**Physics**

1 credit

*Grade 11 (open to grade 11,12)*  
*Full Year*

(may be taken concurrently with Chemistry or other science electives)

Physics is a recommended science elective for New Haven students especially those going onto STEM careers including engineering, science or health fields. It focuses on the study of matter and energy, science literacy; a combination of understanding major science concepts and theories, using scientific reasoning and inquiry, and recognizing the complex interactions between science, technology and society. Physics includes extensive lab work and the use of math concepts as applied to phenomena. The major topics include principles of motion, forces, energy, waves, electricity, magnetism, atomic physics, nuclear physics, relativity, and quantum mechanics. Students use algebra for analysis of laboratory data, development of physical laws and the applications of physics.

***************ANYONE INTERESTED IN DOING A NURSING PROGRAM OR CAREER IN
MEDICAL OR HEALTH SCIENCE NEEDS TO TAKE THIS CLASS.**************************

438 (College level) Prerequisite: B in Algebra II, PhyChem
This class is not often offered at the honors level. The college level is plenty difficult.

**Human Physiology** (Course 424)  
**Prerequisite:** Grade of C or better in Biology or Chemistry
Human Physiology is recommended for students who are interested in medical or health related fields. This course includes an exploration of the major human body systems. Students develop an understanding of the basic language of anatomy; cells and tissues; skin; and the skeletal, muscular, sense organs, endocrine, circulatory, respiratory, digestive, urinary, and reproductive systems. The class includes labs, simulations, and dissections. Students read scientific texts, apply problem-solving skills, use scientific inquiry to design and conduct experiments, employ science writing skills, and apply knowledge to make informed decisions. Research projects and presentations are mandatory.

**Environmental Studies** (Course 475)  
**Prerequisite:** Passing grade in Chemistry and Biology
Environmental science is an elective course designed to investigate the interactions between the physical, chemical, and biological components of the environment, including their effects on all types of organisms as well as human impact on the environment. The class will include field trips and activities that involve observation, assessment, group problem solving, and inquiry. Students are required to work outdoors. Written field reports will follow each field study trip. Outside reading and homework is required in preparation for class discussions and presentations. Students will do research, writing and oral presentations on environmental issues including: Historical People and Events in Environmental History, Solid & Hazardous Waste, Climate Change, Environmental Action, and Endangered Species.

**Advanced Placement (AP) Physics** (Course 442)  
**Prerequisite:** teacher recommendation
The AP Physics course is designed to be the equivalent of a one-semester algebra-based physics course. Essential goals are for students to use critical thinking and science process skills to gather information to understand fundamental concepts about the physical world. AP Physics is an in-depth study of physics fundamentals and using algebra and precalculus concepts to solve physics problems. Students are required to spend at least 5 hours a week at home in unsupervised individual study, and participate in biweekly lab work after school. As in all AP classes, students and parents must sign a contract and understand that students will take the national AP exam in May as part of their fourth-quarter grade.
The Social Studies Department’s Vision for Learning

An exemplary social studies education aspires to nurture the growth of human talent. The scholars, artisans, and citizens whom we aspire to shape should exhibit talents in reading, writing, and public speaking along with habits of mind that breed successful individuals. In the process, students learning in social studies will have authentic experiences in each classroom that help them learn skills that they can utilize in life.

The Social Studies program at Cooperative Arts and Humanities Magnet High School is a comprehensive collection of specially designed courses dealing with the role of man in society, past and present. All courses in the Social Studies Department draw their content from a wide variety of social science disciplines.

In addition to the requirements of the Social Studies curriculum, additional information required by Connecticut statutes will be interspersed throughout the program. Such topics as state and local politics, world events, and the U.S. Constitution have been integrated into each appropriate course at the appropriate time.
World History (Course 300) Grade 9
1 Credit Full Year
This one-year required course is designed to educate the students in the history, the mechanics, and the make-up of the world. This course has been designed to help the student gain a general understanding of the modern world and how this history affects us today, as well as to specifically provide the student with skills for the future. The following skills will be emphasized in this class: organizing information, critical thinking, forming and writing arguments, evaluating historical statements and researching historical events. It is expected that students analyze events and issues beginning with the birth of the Industrial Age with an emphasis on the 20th and 21st centuries.

World History Honors (Course 307) Grade 9
1 Credit Full Year
This one-year course challenges incoming freshman to expand their social and cultural horizons and attain a global perspective. Beyond educating the students in the history, the mechanics, and the make-up of the world, this course challenges the students to pursue answers to the big questions, such as How did we get here, Where have we been, and Where are we going? The following skills will be emphasized in this class: organizing information, critical thinking, forming and writing arguments, evaluating historical statements and researching historical events. It is expected that students analyze events and issues beginning with the birth of the Industrial Age with an emphasis on the 20th and 21st centuries.

United States History (Course 311) Grade 10
1 Credit Full Year
U.S. History II is general survey of American history from the Reconstruction Era to the present, with emphasis on the 20th century. Thematic units include Westward Expansion, Urbanization and Immigration, Progressivism and Imperialism, World War I, the Roaring Twenties and the Great Depression, World War II, the Cold War and Its Aftermath, and the Cultural Changes of the 1960’s and beyond. Emphasis is placed upon researching and writing term papers relevant to the time periods being studied.

United States History Honors (Course 313) Grade 10
1 Credit Full Year
U.S. History II is general survey of American history from the Reconstruction Era to the present, with emphasis on the 20th century. Thematic units include Westward Expansion, Urbanization and Immigration, Progressivism and Imperialism, World War I, the Roaring Twenties and the Great Depression, World War II, the Cold War and Its Aftermath, and the Cultural Changes of the 1960’s and beyond. Emphasis is placed upon researching and writing term papers relevant to the time periods being studied.

American History through Film (Course 378) Grades 11-12
.5 Credit Semester
American History through Film is a college-level seminar elective course in which students examine historical figures, memorable events, political movements, and notable atrocities throughout the course of United States and world history. Each student must produce an analytical critique of each movie. Students are responsible for their own research with supervision and assistance from the instructor. Papers are based on topics in the films and on primary and secondary sources.

Civics (Course 321) Grades 11-12
.5 Credit Semester
Civics provides in-depth study of the U.S. Constitution, Bill of Rights, and forms of government found throughout the world, such as republic, democracy, totalitarian, and monarchy. Students examine how various forms of government operate, as well as why societies have established different types of government. The effects of these governments on society are also addressed. Students examine contemporary political, economic, and social orders to determine how governments operate under various conditions. **Please note:** State law mandates this course for high school graduation.

**Honors Constitutional Law** (Course 360)  
Grades 11-12  
1 Credit  
**Prerequisite: Teacher Recommendation**  
Two Yale Law School students co-teach Honors Constitutional Law, which explores the major principles of the U.S. Constitution through the study of public education. We examine the political controversies of schools—racial segregation, locker searches, student speech, and school prayer, among others—as flashpoints of major constitutional questions. In the fall semester, students have weekly reading and writing assignments based on past Supreme Court decisions. In the spring, students compose appellate briefs and prepare oral arguments to compete in a moot court competition, the national finals of which take place in Philadelphia.

**Advanced Placement (AP) Psychology** (Course 346)  
Recommended Grades 10 & 12  
1 Credit  
**Prerequisite: B in Social Studies class and/or Social Studies teacher recommendation**  
The central question addressed in this university-level course is “how do psychologists think?” Good psychologists are both empathetic counselors and objective scientists. The course objective stems from this essential question and acknowledges the complicated dual role of the psychologist. AP Psychology presents the history and approaches of psychology, introduces research methods, the biological basis of behavior including genetics, sensation and perception, the nervous system, growth and development, learning, motivation and emotion, personality, psychological disorders, as well as social psychology. Students who are enrolled in this course will take the Advanced Placement Psychology Exam in early May. Students who receive a 4 or higher on the AP exam may receive university credit.

**Advanced Placement (AP) U.S. Government & Politics** (Course 343)  
Grade 11-12  
1 Credit  
**Prerequisite: B in Social Studies class and/or Social Studies teacher recommendation.**  
Do you want to become an engaged citizen? Do you want to be an informed voter in local and national elections? Be a better citizen throughout your life. AP Government and Politics is a rigorous course involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Concepts are taught through teacher lectures, independent readings, research papers, PowerPoint presentations, oral reports, and instructional theories. Students successfully completing this course know important facts, concepts, and theories pertaining to U.S. government and policy, understand typical patterns of political processes and behavior and their consequences, and can analyze basic data relevant to U.S. government and politics. As in all AP classes, students and parents must sign a commitment contract and understand that students will take the national AP exam in May as a portion of their fourth-quarter grade. **Please note:** This course replaces Civics requirement and consequently meets the state’s mandate for high school graduation.

**Advanced Placement (AP) Art History** (Course 646)  
Grade 10-12  
1 Credit  
**Prerequisite: teacher recommendation**
The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and response to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history or art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history. This course is designed to be the equivalent of a two-semester introductory college or university art history survey course.

Introduction to Psychology (Course 359) Grades 11-12
.5 Credit Semester
This course presents the history of psychology and introduces the scientific method, measurement, nervous system, growth and development, perception, motivation, emotion, learning behavior disorders, and personality.

Facing History and Ourselves (Course 370) Recommended Grade 12
1 credit Full Year
Facing History and Ourselves is a citizenship education program that examines racism, anti-Semitism, and other forms of prejudice via the study of history. The course is inquiry-based, student-centered, and interactive. In the first semester, students study life in Germany in the 1920s and 1930s to answer essential questions about human behavior. In the second semester, genocide in Armenia, Rwanda, and the Darfur region of Sudan; apartheid in South Africa; and the Eugenics movement in America are studied through written narratives, literature, film, simulations, and trials. Essential questions force students to grapple with moral and ethical dilemmas, including, “How could the Nazis and Adolf Hitler come to power? What did average people do in everyday life to allow these events to take place? How could things have been different?” By studying the years leading up to and including the atrocities, learners make real-life connections to their own decision-making today. Questions such as "What do we do in our everyday lives that allows discrimination and inequality to continue? How are we responsible as citizens in a democracy? How can our own actions and attitudes change the world?” serve to frame the course.

African American History (Course 350) Grades 11-12
1 credit Full Year
This course is meant to serve as an accelerated humanities course that offers dual and/or optional credit in English and Social Studies. The course will provide students with a rigorous and multifaceted study of our nation's political and socio-economic development from the perspective and insights of African-Americans, as well as the cultural contributions from before the time of American slavery through current day. Students will engage in a number of activities, and encounter multiple, even myriad media during the course of our study including but not limited to: primary source documents, essays and speeches, analytical evaluations of art, song, different types of film, memoirs, and firsthand accounts of important and popular voices of the African-American community throughout history. The nature of the accelerated study will be based on demonstration of reading, Socratic method, guided learning and lectures, independent and class readings, research papers, Powerpoint presentations, and indeed creative writing and student-produced art. We will be making consistent visits to the Yale Art Gallery and collections, as well as the goal of weekly guest speakers.
The World Language Department’s Vision for Learning

In order to create open-minded leaders for the global community of the 21st century, the World Language Department strives to expose students to different cultures, ideas, and perspectives as they learn to communicate their own ideas, thoughts, and experiences in another language.

The World Language Program at Cooperative Arts and Humanities Magnet High School gives students an insight into other languages, cultures, and history. Students learn to appreciate and accept the social and cultural diversity of the world. The general objectives of World Language courses are for students to understand the target language spoken at a moderate speed, and to speak, read, and write in the target language with proficiency.

**World Language Graduation Requirements**

Minimum of 2 credits, with completion of level 3

- Spanish 4
- French 4
- Chinese 4

*Sample Senior Year Options*

- Spanish 3
- French 3
- Chinese 3

*Sample Junior Year Options*

- Spanish 2
- French 2
- Chinese 2

*Sample Sophomore Year Options*

- Spanish 1
- French 1
- Chinese 1

*Sample Freshman Year Options*
Chinese

**Chinese I (Course 562)**

*Grades 9-11*  
*1 Credit*  
*Full Year*

Students are introduced to the Mandarin Chinese language. They begin to understand, speak, read and write in Mandarin. Chinese I also introduces students to the culture and history of the Chinese-speaking world. Topics include introductions, numbers, school life, family, and pets.

**Chinese II (Course 563)**

*Grades 10-12*  
*1 Credit*  
*Full Year*

**Prerequisite: Passing grade in Chinese I**

Chinese II is an elementary course in which students build upon their previous knowledge of Mandarin Chinese and continue to develop the speaking, reading, and writing skills introduced in Chinese I. Chinese II continues to explore the culture and history of the Chinese-speaking world. Topics include shopping, the date, clothes, location, daily life, and home.

**Chinese 3 (Course 564)**

*Grades 10-12*  
*1 Credit*  
*Full Year*

**Prerequisite: Passing grade in Chinese II**

Chinese III is an intermediate course building on the Mandarin Chinese speaking, listening, reading, and writing skills developed in Chinese II. Chinese III continues to explore the culture and history of the Chinese-speaking world. Topics covered in this course are making phone calls, foods, weather, and visiting friends.

**Chinese 4 (Course 565)**

*Grades 11-12*  
*1 Credit*  
*Full Year*

**Prerequisite: Passing grade in Chinese III**

Students will build upon their previous knowledge of Chinese and significantly increase their ability to communicate in four skill areas: listening, speaking, reading, and writing. Students will specifically focus on increasing vocabulary and on constructing and understanding more complex sentences and phrases. Throughout Chinese IV, students will also continue to explore the culture and history of the Chinese-speaking world.

French

**French I (Course 511)**

*Grades 9-11*  
*1 Credit*  
*Full Year*

French I is for beginners who have no previous knowledge of French, including students who would like to study an additional modern language. Listening and speaking skills are emphasized, focusing on good pronunciation, intonation, and free expression. Grammatical structures are presented in the context of idiomatic language. Reading and writing skills are gradually introduced.

**French II (Course 512)**

*Grades 10-12*  
*1 Credit*  
*Full Year*

**Prerequisite: Passing grade in French I**

The second year of French study continues to stress listening and speaking skills, especially free discussion and expression on topics of concern to high school students. Reading and writing exercises are emphasized daily. Basic grammar elements give students a solid foundation for comprehension of the major structures of the French language.
French III (Course 513) Grades 10-12
1 Credit Full Year
**Prerequisite: Passing grade in French II.**
French III is a continuation of French II, and expands the students’ listening, speaking, reading, and writing skills. Further study of the French-speaking world enables students to appreciate different cultures. Selected films and readings will complement coursework.

French IV (Course 514) Grades 11-12
1 Credit Full Year
**Prerequisite: Passing grade in French III.**
French IV facilitates students’ ability to communicate ideas in correct spoken and written French. Students are expected to develop reasonable, accurate control of the structure of the language, as well as oral facility. Reading materials develop and refine students’ ability in critical commentary, both oral and written, as students acquire new vocabulary.

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**Spanish**

Spanish I (Course 532) Grades 9-11
1 Credit Full Year
Spanish I is for beginners who have no previous knowledge of Spanish, including students who would like to study an additional modern language. Listening and speaking skills are taught with emphasis on good pronunciation, intonation, and expression. Students demonstrate a working knowledge of Spanish grammar and some idiomatic expressions. Spanish I focuses on an increasing awareness and sensitivity of the cultures and values of the people of Spain and the Latin American world.

Spanish II (Course 535) Grades 9-12
1 Credit Full Year
**Prerequisite: Passing grade in Spanish I.**
The second year of Spanish-language study continues to stress listening and speaking skills, oral discussion, and expression on topics of concern to high school students. Reading and writing exercises are major focuses of daily classes. The continuation of student development in grammar, vocabulary, and cultural sensitivity is stressed.

Spanish III (Course 538) Grades 10-12
1 Credit Full Year
**Prerequisite: Passing grade in Spanish II.**
Spanish III is a faster-paced class intended for students who plan to continue their study of the language at higher levels, in college or high school. Spanish III emphasizes grammatical concepts, readings, and cultural information about the Hispanic world. Major emphasis is placed on writing short compositions in Spanish and understanding selected Spanish readings. Students also begin to expand their knowledge and use of verb conjugations.
Spanish through the Arts  (Course 530) Grades 10-12
1 Credit Full Year
Prerequisite: Passing grade in Spanish II and teacher approval.
Spanish through the Arts is a slower-paced class for students fulfilling their requirement for World Languages who want a focus on Hispanic culture in their third year of Spanish. Topics in Hispanic culture such as food, social and religious traditions, politics, language, cinema, fashion, and family will be explored through film and other arts.

Spanish IV  (Course 540) Grades 11-12
1 Credit Full Year
Prerequisite: Passing grade in Spanish III.
Spanish IV facilitates students’ ability to communicate ideas in spoken and written Spanish. Students are expected to develop accurate control of the structure of the language as well as oral facility. Reading materials develop students’ capacity in oral and written critical commentary, as students acquire new vocabulary. All class discussions are in Spanish.
The Technology Education Department’s Vision for Learning

The Technology Education Department remains dedicated to preparing Cooperative Arts and Humanities High School students for the rigors of 21st-century society. In an ever-changing world, it is essential that students develop and exercise technological skills that may one day influence the way they work and live. With their futures in mind, we strive to provide students with the skills needed to enhance their competence in productivity, creativity, communication, and collaboration.

Introduction to Technology (Course 88801) Grade 9
1 Credit - Required for Graduation Full Year
By using a variety of different online tools, MS Office Suite (Work, PowerPoint, Excel), along with basics of computer coding programming and introductory concepts of financial literacy. You will be exposed to how different technologies and programs can help you be successful in keyboarding, organizing, researching, oral and written communication, and collaboration. You will also be exposed to a variety of different social topics to have you think deeper about your personal growth.

Personal Finance I (Course 808) Grade 10-12
1 Credit Full Year
Prerequisites: Introduction to Technology
Learn how to navigate the financial decisions you must face in the future and how to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, retirement, buying/leasing a vehicle, real estate, living independently. Students learn how economies and markets operate and how the United States’ economy is interconnected with the global economy. On a personal level, students learn that their own human capital (knowledge and skills) is their most valuable resource.

Photoshop (Course 893) Grades 10-12
1 Credit Full Year
Prerequisite: Introduction to Technology
Learn to use tools for selecting parts of images, and will move, duplicate, and resize images. Students will use layers, and apply layer effects and filters to create special effects, including lighting and texture effects. Painting tools and blending modes will be used to create shading effects, and adjustments will correct contrast and color balance. Images will be saved in formats for print and Web use. Students will work with vector graphics and be able to navigate within the Photoshop environment. They will learn about and use the tools included in the program (lasso, marquee, magic wand, dodge & burn, smudge). They will learn to use and manipulate multiple layers in a document. Simple animations will be created using Photoshop Image Ready. Color correction and balance, and simple photo repair will be addressed. This course is only offered to juniors and seniors.

Entrepreneurship/Careers  (Course 846)  
1 Credit  
Grade 10 -12  
Prerequisite: Introduction to Technology  
Full Year  
Practicating and understanding what skills are necessary to be career ready are important for all students. Students will have the opportunity to: take self-assessments, explore careers, learn and practice interviewing techniques, resume building, proper business attire, work ethic, and presentation skills. This course will provide a student with the foundations that will give them an advantage when entering the world of work. A culminating project will be required of each student creating a business plan for an art related business venture.
Advanced Placement (AP) is an academic program in which motivated, capable students enroll in college-paced courses taught at their high schools by specially trained instructors. AP classes are part of the regular high school day, but they also follow the college academic year by culminating in May with a standardized exam to test students’ year-long learning.

AP courses can help students acquire the skills and habits they’ll need to be successful in college. Students improve their writing, sharpen their problem-solving, and develop time management, discipline, and study habits. Most four-year colleges in the U.S. and colleges in more than 60 other countries give students credit, advanced academic standing, or both on the basis of AP exam scores.

AP classes are not for everyone; they can be extremely challenging and fast-paced. They can also require a great deal of summer work even before the class begins in the fall. At Coop, students are recommended in the spring by their current teachers for next year’s AP classes. Our goals are to encourage all Coop students to excel, to honor their aspirations, and also to support and guarantee their progress by making sure that their course selections allow them to learn at the pace appropriate for their needs and abilities.

**Note:** All courses listed below are cross-listed with the Department offering them.

**Advanced Placement (AP) Literature and Composition** (Course 137)  
**Grades 11-12**  
**1 Credit**  
**Full Year**

**Prerequisites:** Students participating in this course must be in good academic standing with an 85% average in the previous English Course and have a 90% attendance rate or better.

AP English Literature and Composition studies how moral, ethical, social, and/or cultural conflicts convey human nature. Students extensively read a great variety of texts for different genres from the sixteenth and seventeenth centuries to contemporary literature worldwide. They are expected to study two or more novels in depth next to excerpts of prose, drama, satire, and poetry. Through apt analysis and in-class discussions students become skilled in determining, interpreting, and analyzing the literary devices and techniques used by the author to convey the overall meaning of the text. The course requires numerous college-level writings in the form of analytical responses and weekly well-crafted essays, some of which will undergo numerous revisions. During the year students practice how to correctly respond to multiple-choice questions and test-taking skills for the AP exam. The course ends with the official College Board AP exam and a creative writing project which is completed soon after the exam.
Advanced Placement (AP) Language and Composition (Course 138)  Grades 11-12  1 Credit  Full Year

Prerequisites: Students participating in this course must be in good academic standing with an 85% average in the previous English Course and have a 90% attendance rate or better.

AP English Language and Composition is a university-level course that focuses on prose in a variety of rhetorical contexts. Students become skilled in language as a persuasive tool and the interplay between writer, context, audience, and argument. The AP Language and Composition is a survey course where students will be exposed to a variety of thematic units related to the American Experience. Students will be asked to read and reflect upon the variety of American voices and perspectives. Each unit will contain essential non-fiction readings, while offering additional fiction, musical, film, visual art, and other cultural artifacts – all related to the unit theme. Each unit will contain a suggested paper or small project. These assignments will usually call on the student to synthesize two or more textual sources or disciplines. The course is rigorous and students will be challenged; students read and write frequently outside of class a great deal while practicing the rhetorical skills they are learning. Students will take the AP exam in May.

Advanced Placement (AP) Calculus AB (Course 239)  Grades 11-12  1 Credit  Full Year

Prerequisite: Successful completion of Algebra 1, Geometry, Algebra 2, and Pre-Calculus Honors with a grade “B” or better or Pre-Calculus Academic with a grade “A” and permission of current mathematics teacher. Summer homework is required and scored as a test grade.

AP Calculus AB is a college-level course in differential and integral calculus, equivalent to one semester of calculus at most colleges. Topics include a review of functions, an introduction to limits and continuity, derivatives and their applications, integrals and their applications, anti-derivatives and the Fundamental Theorem of Calculus, and an introduction to differential equations using slope fields. Emphasis is placed on conceptual understanding and working with functions represented graphically, numerically, analytically, and verbally. As in all AP classes, students and parents must sign a commitment contract and understand that students will take the national AP exam in May as a portion of their fourth-quarter grade.

Advanced Placement (AP) Statistics (Course 241)  Grades 11-12  1 Credit  Full Year

Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II (with an A- or better in Algebra II College, B or better in Algebra II Honors), and teacher recommendation

AP Statistics is the equivalent of a single-semester college course in statistics (non-calculus based). Students who sign up for this course must be prepared to do an hour of homework per night. This course is designed to provide students with the skills necessary to accurately communicate their findings concerning statistical concepts. These findings are centered on exploring data by using graphical and numerical descriptions to analyze any patterns (or lack of patterns); planning and executing a well-developed study; using probability to anticipate the distribution of a set of data; and determining the most appropriate model based upon statistical inference. Along with these abilities, students will gain proficiency in terms of accurately communicating their understanding of statistical concepts throughout the course. This includes, but is not limited to, effectively communicating how methods, results, and interpretations of data for any given experiment are valid. They learn that the ability to write complete responses using appropriate terminology, as well as using appropriate justifications, is a critical aspect of gaining statistical proficiency.
Advanced Placement (AP) Chemistry (Course 437)  Grades 11-12  1 Credit  Full Year

**Prerequisite: Grade of B or better in Algebra 2 or Precalculus and teacher recommendation**

AP Chemistry imparts an in-depth understanding of chemistry fundamentals and competence in dealing with chemical problems. This course develops the chemistry student’s ability to think and to express ideas with clarity and logic. It differs from first-year chemistry in the topics covered and the emphasis placed on chemical calculations and the mathematical formulation of principles. Topics covered in detail are the structure and states of matter, chemical reactions, and descriptive chemistry. Great emphasis is placed on solving chemical problems, chemical calculations, mathematical formulation of principles, and laboratory work. Students are required to spend at least 5 hours a week at home in unsupervised individual study, and participate in bimonthly lab work after school. As in all AP classes, students and parents must sign a commitment contract and understand that students will take the national AP exam in May as a portion of their fourth-quarter grade.

Advanced Placement (AP) Biology (Course 439)  Grades 10 - 11  1 Credit  Full Year

**Prerequisite: Teacher recommendation is required. Successful completion of chemistry is also recommended**

The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course. Essential goals are for students to grasp science as a process rather than as an accumulation of facts; acquire personal experience in scientific inquiry; recognize unifying themes that integrate the major topics of biology; and apply biological knowledge and critical thinking to environmental and social concerns. Primary areas of inquiry will be molecules and cells, heredity and evolution, and organisms and populations. This course includes weekly after school lab work. As in all AP classes, students and parents must sign a commitment contract and understand that students will take the national AP exam in May as a portion of their fourth-quarter grade.

Advanced Placement (AP) Psychology (Course 346)  Recommended Grades 10 & 12  1 Credit  Full Year

**Prerequisite for AP Psychology: C+ in Social Studies class and/or Social Studies teacher recommendation**

The central question addressed in this university-level course is “how do psychologists think?” Good psychologists are both empathetic counselors and objective scientists. The course objective stems from this essential question and acknowledges the complicated dual role of the psychologist. AP Psychology presents the history and approaches of psychology, introduces research methods, the biological basis of behavior including genetics, sensation and perception, the nervous system, growth and development, learning, motivation and emotion, personality, psychological disorders, as well as social psychology. Students who are enrolled in this course will take the Advanced Placement Psychology Exam in early May. Students who receive a 4 or higher on the AP exam may receive university credit.
Advanced Placement (AP) U.S. Government & Politics (Course 343)  
Grade 11  
1 Credit  
Full Year  
**Prerequisite:** C+ in Social Studies class and/or Social Studies teacher recommendation  
Do you want to become an engaged citizen? Do you want to be an informed voter in local and national elections? Be a better citizen throughout your life. AP Government and Politics is a rigorous course involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Concepts are taught through teacher lectures, independent readings, research papers, PowerPoint presentations, oral reports, and instructional theories. Students successfully completing this course know important facts, concepts, and theories pertaining to U.S. government and policy, understand typical patterns of political processes and behavior and their consequences, and can analyze basic data relevant to U.S. government and politics. As in all AP classes, students and parents must sign a commitment contract and understand that students will take the national AP exam in May as a portion of their fourth-quarter grade. **Please note:** This course replaces Civics requirement and consequently meets the state's mandate for high school graduation.

Advanced Placement (AP) Art History (Course 646)  
Grade 12  
1 Credit  
Full Year  
**Prerequisite:** Teacher recommendation  
Taught as a one-period class, this course looks at the history of art from prehistoric times to the present. Although the class focuses on the Western tradition of art, the study includes comparing and contrasting the European tradition with that of the non-Western art traditions of Asia, Africa and South America. The structure of the class is a lecture model, with emphasis placed on written expression about art. Class and individual field trips are mandatory. As in all AP classes, students and their parents must sign a commitment contract and understand that students will take the national AP Exam in May as a portion of their fourth-quarter grade.

AP Music Theory (Course 744)  
Grade 11 or 12  
Course 74  
1 Credit  
Full Year  
**Prerequisite:** Two years of Music Theory OR Teacher Recommendation  
AP Music Theory is offered to highly self motivated juniors and seniors who have two years of music theory background or equivalent and who may be anticipating the study of music in college. AP Music Theory offers an interesting, rigorous, and quick moving course that explores the development of 18th and 19th century harmonic practices and how those practices apply to today's musical environments. Students **must** demonstrate a high level of experience on their major instrument or voice and should have significant music reading abilities and a good understanding of the materials covered in theory 1 and 2. Participation in classroom performances of student music is mandatory. The annual AP examination score will appear on the student transcript and can be used to apply for course waivers when they go to college.
Advanced Placement Drawing Portfolio (Course 621) Grades 11-12
1 Credit Full Year
Prerequisite: Teacher recommendation and permission of Arts Director.
Required: Coordination of AP Studio Art with arts block electives, with inclusion of one semester of Drawing Intensive.
Taught in addition to the arts block electives, this challenging course in drawing is modeled after an entry-level college drawing course and is authorized by the College Board. The course emphasizes building observational drawing skills and stretching creative thinking. To build portfolios for both Breadth and Concentration sections, students will work in multiple thematic areas for variety and concentrate on an individually-selected drawing issue for depth. They will compile digital portfolios to be submitted to the College Board to determine eligibility for college credit and finish the year with a collaborative group project.

Advanced Placement 2-D Design Portfolio (Course 637) Grades 11-12
1 Credit Full Year
Prerequisite: Teacher recommendation and permission of Arts Director.
Required: Coordination of AP Studio Art with arts block electives
Taught in addition to the arts block electives, this challenging portfolio course is modeled after an entry-level college course in 2-D Design and is authorized by the College Board. The course focus is to build skills, stretch creative thinking and enhance student portfolios in the areas of depth in a single theme/medium and breadth in a range of media and techniques. Students will work in a variety of media, using numerous techniques, concentrating in one area for an extended period to develop depth in their portfolios. They will compile slide portfolios to be sent to the College Board to determine eligibility for college credit.

Advanced Placement 3-D Design Portfolio (Course 638) Grades 11-12
1 Credit Full Year
Prerequisite: Teacher recommendation and permission of Arts Director.
Required: Coordination of AP Studio Art with arts block electives
Taught in addition to the arts block electives, this challenging portfolio course is modeled after an entry-level college course in 3-D Design and is authorized by the College Board. The course focus is to build skills, stretch creative thinking and enhance student portfolios in the areas of depth in a single theme/medium and breadth in a range of media and techniques. Students will work in a variety of media, using numerous techniques, concentrating in one area for an extended period to develop depth in their portfolios. They will compile digital portfolios to be sent to the College Board to determine eligibility for college credit and finish the year with a collaborative group project.
Co-Op/GWCC Senior Transformation Project

Co-Op created the Senior Transformation Project in 2012 in order to provide Co-Op seniors (who meet eligibility requirements), with dual high school/college credit opportunities in the social sciences. Criminal Justice, Sociology, psychology and American Government/Civics have been offered in prior years. Students may earn up to six college credits that appear on an official GWCC transcript during the fall and spring semester of their senior year. The professor’s final grade for the student is carried over and represented on the Co-Op report card and transcript.

The project aims to engage seniors in their learning by affording them an authentic, challenging college experience for credit. Students take STP courses during the school day and travel to and from the Co-Op and Gateway College campuses. In addition to this, students are enrolled in a weekly college seminar course where a Co-Op faculty member teaches effective college study habits.

Eligibility requirements include a minimum 2.7 GPA, 90% minimum attendance rate over the first three years of high school, low tardy history and either a clean or vastly improved behavioral record dating back to the 9th grade.

*Final approval for admission into STP is made at the sole discretion of the principal.*

Independent Study and Seminar Program (ISSP)

ISSP supports high performing, college-bound students by providing opportunities including college courses, leadership and career workshops, and academic and artistic programs. ISSP Coordinators work with students to find the opportunities that best fit their interests, strengths, and schedules, serving as their mentors long the way.

In ISSP’s College Before College Program, coordinators guide students as they select and register for college classes. In addition, coordinators support students throughout their time in the college classes with weekly conferences and evaluations. Co-Op students have taken ISSP courses at Yale, Quinnipiac, the University of New Haven, Southern Connecticut State University and Gateway Community College.

ISSP serves students who consistently excel in their studies, as well as providing incentives for all students to earn higher marks in order to take advantage of the program’s benefits.
Arts Program Overview

The arts program is central to the overall Co-Op curriculum, connecting the arts and academic subjects and developing students’ creativity, self-expression, communication, teamwork, and self-confidence. Training in the arts nurtures imagination, concentration, and self-discipline, all of which contribute to a positive learning climate.

Co-Op students progress through a scope and sequence of courses in their chosen “arts major” in preparation for further study at the postsecondary level. Students earn two credits per year in their arts field by spending two periods, called their “arts block,” in arts study each school day.

If students have satisfied their required academic and arts credits, they may choose to take electives in other arts areas.
The Music Department’s Vision for Learning

The Music Department prepares our students for entry into a contemporary college-level music program. Through musical experiences in practice and performance, students come to understand and appreciate the rigorous self-discipline that is required to succeed, not only as a skillful musician, but also as a well-rounded, cultivated, and astute member of society.

CLASS OFFERINGS OF THE MUSIC DEPARTMENT

<table>
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<th>PERFORMANCE CLASSES</th>
<th>REQUIRED THEORY CLASSES</th>
<th>ELECTIVE CLASSES IN MUSIC</th>
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<td><strong>FRESHMAN</strong></td>
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<tr>
<td>CHOIR 1/STRINGS 1/BAND 1**</td>
<td>MUSIC THEORY 1 or 2</td>
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<td><strong>SOPHOMORE</strong></td>
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<td>CHOIR 1/STRINGS 1/BAND 1**</td>
<td>MUSIC THEORY 1, 2 or 3</td>
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<td>1 credit</td>
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<td><strong>JUNIOR</strong></td>
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<td>CHOIR 2/STRINGS 2/CONCERT JAZZ BAND 2/WIND ENSEMBLE</td>
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<td><strong>SENIOR</strong></td>
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<td>CHOIR 2/STRINGS 2/CONCERT JAZZ BAND 2/WIND ENSEMBLE</td>
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** selected band students will meet 1 day per week for Wind Ensemble and/or Percussion Ensemble

Note: all Elective Classes in Music are available to non-music students, but require pre-approval from the music dept.
Choral Music 1 (Course 734) Grades 9-10
1 Credit Full Year
Mixed Choir is a freshman and sophomore chorus that explores and performs a diverse repertoire of music from the periods of European classical music: Renaissance, Baroque, Classical, Romantic, Pre-1945, Post-1945, as well as jazz, gospel, pop and music from non-European cultures. It is a beginner course in performing music and developing individual talent. In this course, emphasis is placed on the equal balance of learning vocal sound production techniques, as well as applying the learned musical forms, vocal score reading, analysis and arranging. The Yale School of Music will provide various opportunities for student participation in extra-curricular activities.

Choral Music 2 (Course 735) Grades 11-12
2 Credits Full Year
Prerequisite: Passing Grade in Choral Music 1
Advanced Choir is an advanced course in which junior and senior students are required to perform a variety of musical forms, broadening their musical knowledge. As students continue to grow in their musical experience, they will be exposed to more in depth analysis of how musical concepts relate to the historical vocal performances of various musical periods and genres they will study. The Yale School of Music will provide various opportunities for student participation in extra-curricular activities.

Music Theory 1 (Course 740) Grades 9-10
1 Credit Full Year
The primary goal of Music Theory 1 is to introduce students to basic musical skills and the development of listening and ear training, as well as reading and analyzing musical notation. Students are responsible for demonstrating adequate performance skills in the following areas: Identification of basic musical symbols, key signatures, intervals, scales and modes, rhythm, and meter.

Music Theory 2 (Course 741) Grade 10
1 Credit Full Year
Prerequisite: Passing grade in Music Theory 1, or Teacher Recommendation
Music Theory 2 will be a continuation of Music Theory 1, challenging students further in the areas of writing, analysis, and reading of musical notation. Keyboard and sight-singing skills may also be introduced.

Music Theory 3 (Course 742) Grade 10
1 Credit Full Year
Prerequisite: Teacher Recommendation
Music Theory 3 is a Pre-AP, Honors course, challenging students further in the areas of writing, analysis, and reading of musical notation. Keyboard and sight-singing skills will also be developed.
**AP Music Theory** (Course 744)  
1 Credit  
Grades 11 or 12  
Full Year

*Prerequisite: Two years of Music Theory and Teacher Recommendation*

AP Music Theory is offered to highly self motivated juniors and seniors who have two years of music theory background or equivalent and who may be anticipating the study of music in college. AP Music Theory offers an interesting, rigorous, and quick moving course that explores the development of 18th and 19th century harmonic practices and how those practices apply to today’s musical environments. Students must demonstrate a high level of experience on their major instrument or voice and should have significant music reading abilities and a good understanding of the materials covered in theory 1 and 2. Participation in classroom performances of student music is mandatory. The annual AP examination score will appear on the student transcript and can be used to apply for course waivers when they go to college.

**Composition/Arranging** (Course 762)  
1 Credit  
Grades 11 or 12  
Full Year  

*Prerequisite: Teacher Recommendation*

Using the audio production software, LogicPro, and the notation software, Sibelius7, this class will introduce students to the basic techniques of music composition and arranging. Musical projects will range from simple Gregorian chant and two-part harmonizations, to complex scores featuring medium to large ensembles. Projects will include traditional ‘classical’ music for smaller ensembles, but the main focus will be on commercial genres such as: pop songs, TV & Radio commercials, long-form infomercials, short-films and theatrical-film scores. As the course progresses, the projects will become increasingly complex and will begin to reflect the unique talents and artistic direction of each student. Piano skills are not a prerequisite for the course, however piano skills in tandem with important compositional techniques will be developed daily over the course of the class.

**Recording Arts** (Course 793)  
1 Credit  
Grades 11 or 12  
Full Year

Do you love music? Do you have music in your head but just don’t know how to perform it? Would you like to learn more about music and how you can write your own? This hands-on course for beginning through advanced musicians is a step-by-step approach on how to create, record and save music with a computer using software such as Garageband and Logic Pro 9. This class is will utilize synthesizers and computers to create musical compositions. More advanced music composition techniques will be explored as well as piano keyboard skills and music theory.

**Survey of Band** (Course 763)  
1 Credit  
Grades 9-10  
Full Year

Survey of Band is an exploratory course that provides young woodwind, brass, rhythm section, and percussion students with an opportunity to participate in a performing ensemble suitable to their performance level. Beginners will be evaluated on an individual basis and assigned an appropriate instrument that reflects the needs of the program. Students will work on fundamental concepts of playing in addition to learning jazz and concert band or percussion ensemble literature. Students will also learn basic jazz improvisational techniques.

Over the course of grades 9 and 10, students will be required to demonstrate mastery on a major instrument. Based upon a student’s performance in grades 9 and 10 and declared major instrument, students will be selected for the various performance ensemble courses offered in grades 11 and 12.
**CORE BAND Classes for Grades 11 and 12**

*Students are placed in two of the following CORE BAND classes:*

**Concert Jazz Band** (Course 769)  
Grades 11-12  
1 Credit  
Full Year  
*Prerequisite: Teacher Recommendation based upon mastery of a declared instrument demonstrated in grade 9-10 Survey of Band or live performance evaluation.*

Concert Jazz Band is an advanced Jazz Band designed for selected saxophones, trumpets, trombones, and rhythm section players who have two or more years of performance experience on their declared instrument. The main objectives of this ensemble are: 1) authentic jazz performance; 2) high level music reading; and 3) improvisation. Students will play from a variety of standard Jazz repertoire including arrangements, lead sheets, and other college preparatory works.

**OR**

**Wind Ensemble** (Course 794)  
Grades 9-12  
1 Credit  
Full Year  
*Prerequisite: Teacher Recommendation based upon mastery of a declared instrument demonstrated in grade 9-10 Survey of Band or live performance evaluation.*

Wind Ensemble will accommodate students who have two or more years of performance experience on their declared instrument. The objectives are to focus on authentic performance of Wind Band literature and high level music reading. Students will play from a variety of genres within the standard Concert Band literature as well as other college preparatory work.

**Percussion Ensemble** (Course 736)  
Grades 9-12  
1 Credit  
Full Year  
*Prerequisite: Teacher Recommendation based upon performance in grade 9-10 Survey of Band or live performance evaluation.*

Percussion Ensemble is a performance based class that exposes students to various instruments of the percussion world. The objectives are: 1) reading music; 2) playing in ensembles, and 3) the healthy approach to playing percussion instruments. Students will play from a variety of multicultural genres and have several performance opportunities.  
Priority placement given to band students.  
**Limited to 12 students**

**Piano Class** (Course 745)  
Grades 11-12  
1 Credit  
Full Year  
*Prerequisite: Teacher Recommendation based upon performance in grade 9-10 Survey of Band or live performance evaluation.*

Piano will provide group instruction to students at various levels of piano proficiency. The objective is to focus on healthy performance techniques, music reading, and music theory applied to the keyboard. Students will show growth by performing in class and outside of class on a periodic basis.  
Priority placement given to band students.  
**Limited to 10 students**
**Guitar Studio** (Course 761)  
**Grades 11-12**  
1 Credit  
Full Year  
**Prerequisite:** Teacher Recommendation based upon performance in grade 9-10 Survey of Band or live performance evaluation.

Guitar will provide group instruction to students at various levels of guitar proficiency. The objective is to focus on healthy performance techniques, music reading, and music theory applied to the guitar. Students will show growth by performing in class and outside of class on a periodic basis. Students must provide their own working guitar and have the ability to keep it in good working order.  
Priority placement given to band students. **Limited to 10 students**

**Instrumental Strings 1** (Course 757)  
**Grades 9-10**  
1 Credit  
Full Year  
**Prerequisite:** One or Two years playing experience

Instrumental Strings 1 provides string players (violin, viola, cello & bass) with an opportunity to participate in a performing ensemble suitable to their performance level. Students who have one or two years playing experience may enroll in this course. They will work on fundamental concepts of playing, including: tuning, posture, scales and arpeggios, shifting to upper positions, vibrato, various bowing techniques, sight reading, phrasing, etc. Students will study and perform repertoire for string orchestra & full orchestra, spanning a wide range of musical styles, including: “classical music” (Baroque, Classical, Romantic, and 20th & 21st Century music), film soundtracks, pop, jazz improvisation and bluegrass. Students will also learn basic ‘music theory’ as it applies to the pieces they are studying, as well as the historical and cultural context for each piece. For the advanced students there will be opportunities to cross-train on other instruments.

**Instrumental Strings 2** (Course 782)  
**Grades 11-12**  
2 Credits  
Full Year  
**Prerequisite:** Two years of experience.

Instrumental Strings 2 is designed to accommodate students who have at least two or more years of performance experience on a string instrument (violin, viola, cello & bass). This ensemble is an advanced performing group whose main objective is to focus on an advanced level of performance technique and to introduce students to a wider and more advanced level of string ensemble music. As in the preceding course (“INSTRUMENTAL STRINGS 1”), students will work on fundamental concepts of playing and will study and perform a wide range of repertoire for string ensemble. Students will also learn advanced ‘music theory’ as it applies to the pieces they are studying, along with the historical and cultural context for each piece.  
For the advanced students there will be opportunities to cross-train on other instruments (including violin, viola, cello, bass, fiddle, mandolin, guitar, banjo, accordion & vocals), to learn the basics of ‘electronics’ pertaining to string instruments (pickups, mics, loopers, effects, recording techniques), to compose/arrange & conduct pieces for the orchestra, and to participate in small ensembles (string quartets, bluegrass string band, swing string band, etc).
The Creative Writing Department’s Vision for Learning

The Creative Writing Department cultivates a rich community of young writers who craft original, high-quality works, engage critically with the works of others, and contribute meaningfully to the wider communities inside and outside of Coop.

Creative Writing

Grade 11/12 – Fall Options

- Authentic Voice in Poetry
- Short Story
- COOP Publishing House

Grade 11/12 – Spring Options

- Poetic Time Machine
- Playwriting/Screenwriting
- COOP Publishing House
Creative Writing I (Course 659)  
Grade 9  
2 Credits  
Full Year  
This course introduces freshmen writers to the art and process of creative writing. Students will read, write, and experiment in three major genres of writing: poetry, non-fiction, and fiction. This class will begin learning the essential operating principles of the Creative Writing Department: reading to write, utilizing form, the power of language, and the habits of successful writers. Through various workshops and writing exercises, students will expand their knowledge of literary process, literary elements, and literary influences. Students are required to submit original work for publication as determined by the course instructor.

Creative Writing II (Course 660)  
Grade 10  
2 Credits  
Full Year  
Prerequisite: Completion of Creative Writing I  
Building on the successes of the students’ first year in Creative Writing, this course increases their focus, endurance, and depth. Students will endeavor to expand their cultural literacy by learning and writing about wide-ranging topics (such as philosophy, psychology, science, technology, politics, culture, the arts, relationships) through the lens of Intellectualism. Through various workshops and writing exercises, students will continue to expand their knowledge of literary process, literary elements, and literary influences. With a more intense focus on analysis and revision than Creative Writing 1, students will engage with and compose their own contemporary works of fiction, nonfiction, poetry, and playwriting. Students are required to submit original work for publication as determined by the course instructor.

Writing Elective Non-Fiction: Coop Publishing House (Course 669)  
Grades 11-12  
1 Credit  
Semester  
Students will participate in the operation of Coop Publishing House (CPH)--a working publishing house. CPH is responsible for the ongoing production of Coop’s school newspaper (www.coopvoices.com) and annual literary magazine (Metamorphosis), as well as a variety of student written and edited books. To date, two full-length book collections, as well as smaller books, have been published.

Students serve as professional writers and editors--creating their own work and soliciting, collecting, editing, publishing, and promoting the work of the many writers and artists in the Co-Op Community. CPH students have been inspired by roundtable discussions with notable writers and publishers, including Barry Jay Kaplan, Paul Bass, Melinda Tuhus, Mark Oppenheimer and Laura Pappano, as well as by field trips to local places and events of interest such as The Beinecke Rare Book & Manuscript Library, New Haven Reads, Occupy New Haven, The Grove, and the Downtown Farmers Market.

Students will complete a portfolio-quality Capstone project and are required to submit original work for publication as determined by the course instructor.

NOTE: Due to the variation in content and form each semester, students who have successfully completed one section of this course may take another section with teacher approval.
Writing Poetry Elective: Authentic Voice (Course 663) Grades 11-12 1 Credit Semester

Authentic poetry is poetry that no one but you could have written because no one else is you. This course offers an in-depth study of the technical elements of poetry that create the individualized poet’s voice. Emphasis will be placed on metaphor, image, rhythm, sound, and the use of figurative and sensory language. Students will study the works of historically significant poets (Walt Whitman, Emily Dickinson, Langston Hughes, etc.) and contemporary poets from Tupac to Jamaal May.

Seniors who choose to do their Capstone during this class session will receive appropriate support from the instructor. Students are required to submit original work for publication as determined by the course instructor.

Writing Elective Fiction: Writing the Short Story (Course 665) Grades 11-12 1 Credit Semester

Prerequisite: Successful Completion of Courses 659 and 660

Writing the Short Story is an opportunity to focus on writing and refining short fiction pieces with the intent of submitting our work to various contests and magazines. To that end, students will be focused on crafting their stories with a specific audience and purpose in mind. A great deal of attention will be paid to character and conflict development as well as the mechanics of writing. Students are expected to write new material each week, as well as read the assigned materials. Through various workshops and writing exercises, students will expand their knowledge of literary process, literary elements, and literary influences.

Seniors who choose to do their Capstone during this class session will receive appropriate support from the instructor.

Writing Elective Non-Fiction: Coop’s Publishing House (Course 669) Grade 11-12 1 Credit Semester

Prerequisite: Successful Completion of Courses 659 and 660

Students will participate in the operation of Coop Publishing House (CPH)--a working publishing house. CPH is responsible for the ongoing production of Coop’s school newspaper (www.coopvoices.com) and annual literary magazine (Metamorphosis), as well as a variety of student written and edited books. To date, two full-length book collections, as well as smaller books, have been published. Students serve as professional writers and editors--creating their own work and soliciting, collecting, editing, publishing, and promoting the work of the many writers and artists in the Co-Op Community. CPH students have been inspired by roundtable discussions with notable writers and publishers, including Barry Jay Kaplan, Paul Bass, Melinda Tuhus, Mark Oppenheimer and Laura Pappano, as well as by field trips to local places and events of interest such as The Beinecke Rare Book & Manuscript Library, New Haven Reads, Occupy New Haven, The Grove, and the Downtown Farmers Market. Students will complete a portfolio-quality Capstone project and are required to submit original work for publication as determined by the course instructor.

NOTE: Due to the variation in content and form each semester, students who have successfully completed one section of this course may take another section with teacher approval.
Writing Elective Fiction: Playwriting and Screenwriting (Course 667)  
1 Credit  
Grade 11/12  
Semester  
Prerequisite: Successful Completion of Creative Writing I and II  

Psychology of Storytelling is an opportunity to focus on writing and refining short fiction pieces with the intent of ultimately sending something out for publication. To that end, students will be focused on crafting their stories with the intent of reaching a specific audience and/or achieve a specific purpose. A great deal of attention will be paid to understanding character and conflict development as well as the mechanics of writing. Students are expected to write new material each week, as well as read the assigned materials. Through various workshops and writing exercises, students will expand their knowledge of literary process, literary elements, and literary influences.

Seniors who choose to do their Capstone during this class session will receive appropriate support from the instructor.

Poetry Writing Elective: The Poetic Time Machine (Course 671)  
1 Credit  
Grade 11-12  
Semester  
Prerequisite: Successful Completion of Creative Writing I and II  

This course focuses on 20th-century American poetry from Walt Whitman through the Harlem Renaissance, the Modernists, Beats Poets, and to the Contemporary Spoken Word Movement. Writing includes creative and critical assignments inspired by or based on the writers and poetic movements studied. Through workshops and weekly writing assignments students will write authentic original contemporary poetry influenced by the time and movement being studied. Students will also learn and become facile with basic and advanced poetic elements.

Seniors who choose to do their Capstone during this class session will receive appropriate support from the instructor. Students are required to submit original work for publication as determined by the course instructor.

Creative Writing for Non Majors: (Course 158)  
.5 Credit  
Grades 11-12  
Fall or Spring  

This course is for juniors and seniors in any art who want to explore creative writing. Whether your interest is poetry, fiction, or non-fiction, this course will help you make your writing more vivid, more insightful and more powerful. Through various writing exercises, class discussions, and the revision of your own pieces, you will learn how to effectively use emulation, inspiration, imagery, figurative language, irony, humor, and other literary devices. At the end of the course you will ideally have a piece ready to submit for publication.
The Visual Arts Department’s Vision for Learning

We in the Visual Arts Department believe that visual literacy is one of the cornerstones of learning. We strive to immerse our students in the creative process and empower them with the knowledge of the elements and principles of design that embody the language of art. This enables our students to better observe, analyze, interpret, decide and innovate across curriculums.
Basic Design (Course 635) Grade 9
1 Credit Semester
This course introduces and enhances student understanding of design elements and principles. Students will explore design concepts in a variety of both 2-dimensional and 3-dimensional projects. Assignments emphasize composition and utilize a range of media. Techniques include: drawing, painting, sculpting, and printmaking. Class activities will include reading from the text, Exploring Visual Design, discussions and written critiques with supportive activities at the Yale Art Gallery.

Art Foundations (Course 606) Grade 9
1 Credit Semester
The course provides the opportunity for students to make connections, between the study of art history and their own art-making. Students will continue to explore design concepts for a variety of both 2-dimensional and 3-dimensional projects. Assignments emphasize creative expression and delve into the meaning behind artwork. Techniques may include, but are not limited to the following: drawing, painting and sculpting. Class activities will include reading from the text, Discovering Art History, discussions and written critiques, with supportive activities at the Yale Art Gallery.

Survey of Visual Arts (Course 783) Grade 10
2 Credits Full Year
This course provides an overview of four of five Visual Arts disciplines, with different discipline each marking period:
Painting – In this quarter students will be exposed to a variety of painting mediums and techniques.
Digital Media– In this quarter students will be introduced to the digital realm of art by learning graphic design principles and using the Adobe Photoshop program.
Drawing– In this quarter students will build observation ability and technical skills in drawing using a variety of media.
Ceramics – In this quarter students are introduced to sculptural and wheel-thrown clay techniques.
Video Production- This course provides the opportunity for students to get better understanding of video production and to use state of art video equipment. This class is basic stepping stone towards television production.
All four classes will involve reading and written critiques in the given content areas.

Painting (Course 625) Grades 11-12
1 Credit Semester
Students will explore a wide range of painting techniques and materials. Studio work will provide prompts for creative thinking and build on existing studio skills. Visits to the Yale University Art Gallery and using works there as primary documents as inspiration will be a major component of the course. Class activities also include reading, critique, and written work.

Fashion and Wearable Art (Course 683) Grades 11-12
1 Credit Semester
This course, offered to new or returning “Fashion” students, explores how people communicate through fashion. Students will look at the connections between what is worn and how it communicates. They will investigate communication via clothing choices, both historical and contemporary and link this study to an exploration of fashion design. Students will research information about costume and/or fashion designers. Studio work will include fashion and/or costume illustration and the production of work.

Photography Studio (Course 639) Grades 11-12
1 Credit Semester
Students will learn the history of photography, use of the manual 35 mm camera, the developing of film, and the making of black and white prints in the darkroom. The class will focus on composition in photography, the use of light and different photographic themes. Students will be expected to complete a variety of photographic projects, mandatory reading and writing assignments, as well as tests and quizzes.

**Art Studio for Mixed Media** (Course 685)  
**Grades 11-12**  
**1 Credit**  
**Semester**

Students will explore a wide range of media and studio techniques, connecting with the contemporary Art scene. Production of artwork will utilize techniques including, but not limited to, the following: drawing, painting, printmaking, collage, mixed-media and assemblage. Class activities incorporate reading, critique, and written work. Studio work will provide prompts for creative thinking and build on existing studio skills, with opportunities for individualization.

**TV Production** (Course 680)  
**Grades 11-12**  
**1 Credit**  
**Semester**

TV Production students will learn how to produce several genres of TV shows by effectively using TV production equipment, video techniques, and a clear understanding of all the technical positions in production. The students will also be involved in taping live performances by the Music and Theater departments, utilizing a 3-camera shoot. Also in this class students will learn how to use the green screen. This will give a realistic effect towards student’s shows. Students also will learn how to use the teleprompter. This will give a professional style look, and give convince to students to learn how to read off a teleprompter. In this class students will produce shows two-three times a week. Some shows will actually be broadcast on Citizen Television, a local network in New Haven.

**Filming** (Course 641)  
**Grades 11-12**  
**1 Credit**  
**Semester**

Students will analyze, watch different scenes of movies base off the category. Action, romance, comedy, Sci. Filming is all about learning how get different camera shots. Also students will learn how to write their own movie script. Students will shoot short commercials, and movie trailers to show to class.

**Ceramics Studio** (Course 607)  
**Grade 11-12**  
**1 Credit**  
**Semester**

This course builds on student’s prior experience and skill in hand-built and wheel-thrown clay techniques. Students will choose a focus (hand-built, wheel-thrown or sculptural) with the goal of achieving a level of mastery in the technique. Students will propose projects and develop them collaboratively with the instructor. The instructor will facilitate student research on specific artists related to their focus. Coursework will include regular critiqués—both written and oral, research and group discussions.
Graphic Design II (Course 634)  
**Grades 11-12**  
**1 Credit**  
**Semester**  
This course builds on Graphic Design I as a form of visual communication through the use of type, image, form and color. They will create original posters, magazine and book designs, illustrations, and communicate identity through logo designs. Students will learn and use technical skills with traditional drawing media in combination with Adobe Creative Suite 4 software programs including Photoshop, Illustrator and InDesign. They will analyze artworks, discuss aesthetic issues, and explore various methods for creative problem-solving. Critiques will be an important learning tool in this class and will be used to increase artistic vocabulary and build their artistic voice. Through video clips, discussions and research, students are introduced to creative thinkers, important innovations and breakthrough technologies that have shaped the evolution of visual communication. Students will create an electronic portfolio of course work and are required to have a Flash drive and sketchbook.

Zone 203 (Course 679)  
**Grades 12**  
**1 Credit**  
**Full Year**  
*All arts are welcome. Prerequisites: creativity, moderate camera skills & computer skills, and willingness to be yourself.*  
Students will produce a weekly news/entertainment program entitled Zone 203: The weekly morning news program highlighting the events that are taking place in the school and around the city.

Digital Story Telling: Computer Animation II (Course 681)  
**Grades 11-12**  
**1 Credit**  
**Semester**  
This course will focus on improving visual literacy through reading, and creating graphic novels/flip books. This class gives students the ability to draw their own characters interacting with each other in a way that communicates as well as a written novel. Works can be drawn by hand, or using the wacom tablet directly on the computer. Adobe programs such as Illustrator, and Flash will also be introduced to vectorize drawn artwork, and create short animations.

Sculpture Studio (Course 682)  
**Grades 11-12**  
**1 Credit**  
**Semester**  
This course builds on student’s prior knowledge and skill in sculptural techniques materials and artists. Students will choose a focus medium (ceramics, wood, plaster, the found object…) with the goal of achieving a level of mastery in the medium. Students will propose projects and develop them collaboratively with the instructor. The instructor will facilitate student research on specific artists related to their focus. Coursework will include regular critiques—both written and oral, research and group discussions.

Drawing Intensive (Course 615)  
**Grades 11-12**  
**1 Credit**  
**Semester**  
This course is for juniors and seniors who wish to continue to develop their drawing ability. The course focuses on students completing challenging drawing assignments from observation and photographs of various subjects, using a wide range of drawing materials. Students will begin to develop more advanced drawings techniques as well as continuing to develop techniques taught during sophomore year.
Yearbook (Course 684) Grades 11-12
1 Credit Full Year
Students will work together as a team to design, create and publish the Co-Op yearbook. Students will go through the steps in publication from design ideas to final copy. Students will photograph and write about the relationships and interaction between students, teachers, administrators, and support personnel, as well as about how the seniors will remember their final year at Co-Op. Students will learn the basics of design and layout, as well as the principles of quality publication design. This class is offered to seniors only.

Exploring Visual Design Elective (Course 1035) Grades 9-12
.5 Credit Semester
This is a one-semester course that introduces students to the elements and principles of design, using a wide range of mediums and techniques. Students will explore various artists and art periods to provide inspiration and ideas for their own work. Each assignment will focus on a specific artist, art period or element and principle of design. This course is open to students from any arts concentration.

Advanced Placement Drawing Portfolio (Course 621) Grades 11-12
1 Credit Full Year
Prerequisite: Teacher recommendation and permission of Arts Director
Required: Coordination of AP Studio Art with arts block electives, including one semester of Drawing Intensive.
Taught in addition to the arts block electives, this challenging course in drawing is modeled after an entry-level college drawing course and is authorized by the College Board. The course emphasizes building observational drawing skills and stretching creative thinking. To build portfolios for both Breadth and Concentration sections, students will work in multiple thematic areas for variety and concentrate on an individually-selected drawing issue for depth. They will compile digital portfolios to be submitted to the College Board to determine eligibility for college credit and finish the year with a collaborative group project.

Advanced Placement 2-D Design Portfolio (Course 637) Grades 11-12
1 Credit Full Year
Prerequisite: Teacher recommendation and permission of Arts Director.
Required: Coordination of AP Studio Art with arts block electives
Taught in addition to the arts block electives, this challenging portfolio course is modeled after an entry-level college course in 2-D Design and is authorized by the College Board. The course focus is to build skills, stretch creative thinking and enhance student portfolios in the areas of depth in a single theme/medium and breadth in a range of media and techniques. Students will work in a variety of media, using numerous techniques, concentrating in one area for an extended period to develop depth in their portfolios. They will compile digital portfolios to be sent to the College Board to determine eligibility for college credit.
Advanced Placement 3-D Design Portfolio (Course 638)  
Grades 11-12  
1 Credit  
Full Year  

Prerequisite: Teacher recommendation and permission of Arts Director.  
Required: Coordination of AP Studio Art with arts block electives  
Taught in addition to the arts block electives, this challenging portfolio course is modeled after an entry-level college course in 3-D Design and is authorized by the College Board. The course focus is to build skills, stretch creative thinking and enhance student portfolios in the areas of depth in a single theme/medium and breadth in a range of media and techniques. Students will work in a variety of media, using numerous techniques, concentrating in one area for an extended period to develop depth in their portfolios. They will compile digital portfolios to be sent to the College Board to determine eligibility for college credit and finish the year with a collaborative group project.

Advanced Placement Art History (Course 646)  
Grade 12  
1 Credit  
Full Year  
Prerequisite: teacher recommendation.  
The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and response to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history or art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history. This course is designed to be the equivalent of a two-semester introductory college or university art history survey course.
Theater

The Theater Department's Vision for Learning

The Theater Department prepares our students for the challenges and opportunities they will face when they graduate by engaging them in a rigorous and comprehensive theater arts curriculum designed to develop their ability to focus, imagine, create, communicate, collaborate, and actively commit to the work. Our aim is to emphasize equally production and process in our curriculum, all along seeking to stimulate curiosity, encourage risk taking and experimentation, and promote the enjoyment of learning.

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<th>9th Grade</th>
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<tr>
<td><strong>Required Course</strong></td>
<td>Theater Studies I</td>
<td>Theater Studies II</td>
<td>Advanced Acting</td>
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<td><strong>Possible Elective</strong></td>
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<td>Directing</td>
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<td><strong>Possible Elective</strong></td>
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<td>Technical Theater I</td>
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<td><strong>Possible Elective</strong></td>
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<td>Independent Projects: A Creative Process</td>
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<td><strong>Possible Elective</strong></td>
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<td>Theater for Non-Majors</td>
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**Theater Studies I** (Course 795)  
Grade 9  
2 Credits  
Full Year

**Acting I**

Teamwork and ensemble building will be our main focus as we begin our year together. Students develop artistic discipline based on the professional model to create a positive safe space where creativity can flourish. This course introduces theater vocabulary, basic acting technique, and theater etiquette. Students who master these skills and the discipline to work as an artist are invited to audition for performances or work as part of a support team on student productions.

**Rehearsal & Performance I**

Students participate in a production. Rehearsals are held during class time and focus on voice and articulation, scene study, character study, scene direction, and technical design study. Students apply acting and analytical skills, create characters, memorize lines, and work in an ensemble (professional practices) manner on a play that is publicly presented.

**Origins of theater**

Through the play *Oedipus Rex* by Sophocles as well as a contemporary adaptation, *Darker Face of the Earth* by Rita Dove we will study theatre and its beginnings. Students engage in oral readings and discussions as well as creative dramatic activities that help them to demonstrate their understanding of the plays and dramatic structure.

**Playwriting I**
Students improvise, write, and revise scripts based on personal experience and heritage, imagination, literature, and history.

**Theater Studies II (Course 796)**

| Grade 10 | Semester |

In this course, students will study the historical background of the Elizabethan Era with a focus on William Shakespeare. Students will learn about the First Folio acting technique and how to apply it to one of Shakespeare's plays. They will also read and analyze the work from a historical perspective in order to develop a context for understanding. Lastly, students audition for roles in their upcoming Shakespearean class production. Rehearsals are held during class time and focus on voice and articulation, scene study, character study, and scene direction. Students apply acting and analytical skills, create characters, memorize lines, and work in an ensemble to produce a play for public presentation. *Instructional Units*: Ensemble Building, First Folio Acting Technique, Voice and Speech I, Elizabethan Era: Historical Context, Rehearsal and Performance.

**Advanced Acting (Course 798)**

| Grade 11 &12 | Full Year |

All Juniors and Seniors are required to take this course.

In the junior and senior years, students will be able to choose a different area of study each quarter. Descriptions of the various courses are below. Students will participate in conferences to decide which classes they will take each quarter.

**Please Note: All SENIORS must sign up for a section of Capstone**

**Acting for Film**

In this class students will explore the changes an actor needs to make when working in front of a camera. Students will record monologues and scenes for critique and develop a "reel" of their work.

**Advanced Movement**

Students will explore different movement techniques while applying them to scenes and monologues as well as using them to developing a creative movement piece. "Dressing out" is required for every class.

**Voice and Speech**

In this course, students will learn the International Phonetic Alphabet and how it applies to speech training for the actor. Students will also learn the heightened speech requirements for classical work and dialects, explore the anatomical vocal process, and how to adapt their voice and diction for character and performance space.

**Audition prep**

This course is for students preparing to pursue theater at the collegiate or professional level. Students will explore different college programs and their audition requirements, develop three audition monologues and one song, create professional quality headshots and resumes, and participate in multiple mock auditions for visiting adjudicators. It is recommended that students have audition pieces selected before the course begins, but finding and developing pieces during the class is also possible.
Capstones 1

For seniors only: students will choose a research topic to explore, write a research paper on their topic, develop a creative project inspired by their research, and then present their work formally. A completed capstone is required for graduation.

Capstones 2

Capstones 3 is open to both junior and seniors and is also available for students who completed capstones 1 or 2 who would like to further develop their projects. Students will choose a research topic to explore, write a research paper on their topic, develop a creative project inspired by their research, and then present their work formally. A completed capstone is required for graduation.

Classical Acting in Performance

Students will study a classical approach to acting in production. Actors will be assigned roles, be required to memorize lines, and are required to attend any after school rehearsals or performances as indicated. Performance classes should be treated as honors level work and high attendance and afterschool work are essential to success.

Contemporary Drama in Performance

Students will study a contemporary approach to acting culminating in a production. Actors will be assigned roles, be required to memorize lines, and are required to attend any after school rehearsals or performances as indicated. Performance classes should be treated as honors level work and high attendance and afterschool work are essential to success.

Curtain Call

In this class students will learn the production and event planning aspects involved in theater. Students will help to organize and create an alumni event and fundraiser that features a performance of former coop theater graduates as well as an end-of-year awards show and senior send-off. The course involves mandatory after-school commitments.

Directing

Students will study the history and techniques behind directing in the theater. They will choose plays to conceptualize and develop directing binders for, then direct small scenes from their selected work.

Modern Drama/Advanced Acting

Students will learn the history and acting techniques of the modern drama era while reading plays from prominent playwrights of the time. Students will then choose and rehearse scenes from those plays to present at the end of the quarter.

Modern Drama in Performance

Students will study method acting then apply those techniques to a production. Actors will be assigned roles, be required to memorize lines, and are required to attend any after school rehearsals or performances as indicated. Performance classes should be treated as honors level work and high attendance and afterschool work are essential to success.

Playwriting

Students will explore dramatic structure and playwriting forms. Students will develop several pieces, including a one act play.
Student One-acts

Students will develop projects from capstones, playwriting, and directing for performance. They will learn to schedule rehearsals, communicate and work with technicians, and ultimately produce their own work. This is a performance class and should be treated as an honors level course. High attendance and afterschool work are essential to success. Afterschool rehearsals and performances are mandatory.

Technical Theater Practicum

Students will learn the fundamentals of Stagecraft through the History of Stage Technology and Development. Students will learn the necessary etiquette, safety, and technical skills necessary to serve successfully as crew for school department changeovers. Students in the course will also serve as run crew for department shows. Students will have an introduction to Stage Lighting, Sound, Costumes, Scenery, Drawing and Rendering, and Stage Operations.

Theater Electives

Directing for the Stage (Course 780) Grades 11 and 12
1 Credit Full Year
Prerequisite: Theater Arts juniors and seniors. Students will be accepted into the class based on an application and interview process.

This class may serve as an art credit. The maximum number of students in this class will be 20.

An introduction to play direction, including: script analysis and research methods, preparation of production book, consideration of design elements, casting, rehearsal techniques and work with actors. All students should expect to complete a Directing Portfolio that includes research, design elements, casting, and a script with annotations for a given play. All students will direct at least two scenes that will serve as the midterm and final for the course.

Independent Projects: A Creative Process (Course 2341) Grade 12
1 Credit
Maximum Enrollment: 16 students Full Year

Please Note: This course is open to students from every Art Concentration. Students must be willing to work on an independent creative work. For example, their Capstone Projects.

Capstone projects are culminating experiences in which students demonstrate knowledge and skills by creating a research project in an area of personal interest. They communicate their findings in written and oral presentations.

In this elective, seniors will be given time and individual attention to work on their Capstone project or any other creative endeavor that they feel inspired to develop. This class will serve as a space where they can work with a teacher mentor to develop writing skills.
Theater for Non-Majors (Course 784)  
Grades 11 and 12  
.5 credits  
Prerequisite: none  
Please Note: This course is open to students from every Art Concentration, EXCEPT theater. No theater experience is required.  
Non-Theatre students will have the opportunity to learn what it’s like to “walk in another’s shoes”. Students will explore the creative processes and techniques of an actor by engaging in theatrical games and acting exercises. Students will then apply what they learn by interpreting characters in the performance of monologues and scenes from contemporary plays.

Technical Theater I (Course 785)  
Grades 10-12  
1 Credit  
Prerequisite: None  
Maximum Enrollment: 16 Students  

Please Note: This course is open to students from every Art Concentration, no theater experience is required. This class may serve as an art or technology credit.

This course is an introductory course in Stage Technology, open to students of all Arts. Students will learn the fundamentals of Stagecraft through the History of Stage Technology and Development. Students will learn the necessary etiquette, safety, and technical skills necessary to serve successfully as crew for school department changeovers. Students in the course will also serve as run crew for department shows, including: Band, Strings, Choir, Fashion, Visual Arts, and Dance as needed. Students will have an introduction to Stage Lighting, Sound, Costumes, Scenery, Drawing and Rendering, and Stage Operations.

Technical Theater II (Course 786)  
Grades 10-12  
1 Credit  
Prerequisite: Technical Theater I  
Maximum Enrollment: 16 Students  

Please Note: This course is open to students from every Art Concentration, no theater experience is required. This class may serve as an art or technology credit.

This course is open to students of all arts and will continue the education in Stage Technology; and will further develop the aspects of design within Performance. Students will have immersive education in each of the design aspects of Performance, including; Scenic Design, Lighting Design, Sound Design, Props Design, Costume Design, Drafting, and Stage Management. This class may also assist in All School Department Changeovers, as needed within the school day schedule.
The Dance Department’s Vision for Learning

After four years of study, students should be able to research, create, perform, respond to, and appreciate the art form of dance within a physical, artistic, cultural, historical, scientific, and technological context.

Pathway for students in School Year 2016-2017:

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<tr>
<td>Fall and Spring: Survey of Dance Techniques I (2 credits)</td>
<td>Fall and Spring: Survey of Dance Techniques II (2 credits)</td>
<td>Fall: Ballet II (1 credit) OR Modern II (1 credit) &lt;br&gt; Spring: Choreography (.5 credit) Jazz (.5 credit) OR Cultural (.5 credit)</td>
<td>Fall and Spring: Dance Mechanics I (1 credit) &lt;br&gt; Fall: Ballet III (.5 credit) OR Modern III (.5 credit) &lt;br&gt; Spring: Jazz (.5 credit) OR Cultural (.5 credit)</td>
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*For 11th and 12th grades, classes will be determined by Dance Department Recommendation*

Survey of Dance Techniques I (Course 789)  Grade 9  Full Year

This course is a general introduction to the fundamental aspects of dance. Students are involved in the processes of performing, creating, and responding. A broad overview is provided in preparation for more in-depth study in subsequent courses.

- **Cultural:** Students memorize and perform ethnic/folk dances from other cultures (West African, Middle Eastern, Spanish, French Court, Irish Clog, Latin, Asian and more), demonstrating technical accuracy and appropriate stylistic nuances.
- **Social:** Students memorize and perform samples of popular 20th-century American social dances (Waltz, Charleston, Lindy Hop, Swing, Jitterbug, Twist, Disco, Pop-Lockin’, Steppin’, and Hip Hop).
- **Modern/Jazz:** Students study modern dance or 20th-century concert dance developed as an act of resistance to the rigid constraints of classical ballet. Limón, Graham, Horton, Release and Dunham are some of the techniques explored. In addition, they execute jazz dance techniques developed and popularized by such noted pioneers as Jack Cole, Gus Giordano, and Bob Fosse.
- **Ballet:** Students demonstrate principles of classical ballet such as alignment, stance, and turnout. They identify and perform the basic positions of all body parts, protocols at the barre and center, and foundation movements of ballet.
- **Creative:** Students work on various projects that promote the creative process, such as exploring use of levels, pathways, rhythms, movement qualities and energy. This may include group collaboration and improvisation.

Survey of Dance Techniques II (Course 778)  Grade 10  Full Year
**Prerequisite: Survey of Dance Techniques I**

Students continue study in ballet, modern, jazz and cultural dance. This course provides a more in-depth investigation of dance vocabulary, dance history, and technique. To maintain a high proficiency level in this course, the students must achieve proper body posture, body placement, alignment, and balance, coordination of head, arms and legs when executing an exercise or a dance phrase during classes. Students learn the progressive development of barre, center- and across-the-floor work, and repertoire that is appropriate. Modern/Jazz dance styles and techniques include isolations, contraction/release, fall/recovery, walks, runs, leaps, jumps, turns, connection steps, syncopation, and improvisation. Technical training in this course involves more advanced warm-ups, stretching, strengthening, and stylized movement techniques. Creative exploration as preliminary experience for the choreographic process may be included.

**Ballet II (Course 702)**

1 credit

**Prerequisite: Survey of Dance Techniques I & II**

Students develop an understanding of ballet techniques and terminology at an intermediate level. The students will focus on solos, pas de deux, pas de trois, quatre, and corps de ballet. Composition and theory work will be incorporated in this level. Performances in class, at dance concerts, and dance attire are required. Also included in this course are components of universal theory, and traditional dance styles such as; (gavotte, mazurka, minuet, gallop, polka, etc.). After research and class experience, creative exploration is encouraged during the choreographic process.

**Modern/Jazz II (Course 706)**

1 credit

**Prerequisite: Survey of Dance Techniques I & II**

Students focus on modern dance technique and perform solo, duets, trio, and ensemble movements. Self-discipline and technical skill are emphasized to increase confidence and stage presence. Performances in class, at dance concerts, and dance attire are required. Students study physical techniques and theoretical aspects of modern dance technique. Classes will also cover basic elements of choreography and production and the different processes that choreographers use in creating their work. After research and class experience, creative exploration is encouraged during the choreographic process.

**Choreography (Course # still waiting)**

.5 credit

*All Juniors must take this course*

Drawing on previous training in multiple dance forms (modern, jazz, ballet, cultural) students learn essential choreographic skills and apply them to individual and group projects. They design dance pieces and direct other students in rehearsing and performing in class and in public settings. Study of costuming, music, and lighting selection is included. The course emphasizes regular informal showings and peer feedback. Collaboration with community and school resources is an important aspect of the course. This course is designed to support students as they prepare for their senior capstone.

**Jazz Dance (Course 710)**

.5 credit

**Prerequisite: Survey of Dance Techniques I & II**
Students gain knowledge and skills from dance history, technique and jazz dance practices. Students must achieve understanding and demonstration of isolations, syncopation, runs, leaps and turns. They will demonstrate proper body posture, alignment, balance and coordination when executing movement or dance phrases from jazz dance. Performances in class, at dance concerts are required. Classes will also cover elements of creative exploration, choreography and production.

**Cultural Dance** (Course 781)  
**Grades 11 and 12**  
**.5 credit**  
**Semester**  
**Prerequisite: Survey of Dance Techniques I&II**  
Students gain knowledge and skills from dance history, technique, and cultural practices. In order to maintain a high proficiency level in this course, the students must achieve proper body posture, alignment, balance, and coordination when executing movement or dance phrases from the cultural study. The cultural dances can include but are not limited to West African, Middle Eastern, Spanish, French Court, Irish Clog, Latin, and Asian dance forms. Classes will also cover elements of choreography and production.

**Dance Mechanics I** (Course 752)  
**Grade 12**  
**1 credit**  
**Full Year**  
**Prerequisite: Survey of Dance Techniques I & II**  
This course is a study of the roots of dance technique in all forms, the study of dance aesthetic and the practical application of kinesthetic principles of the body. Students will use this class to work on their capstone project and will be offered class time for research, development and critique.

**Ballet III** (Course 703)  
**Grade 12**  
**.5 credit**  
**Semester**  
**Prerequisite: Intermediate Ballet I**  
Students gain an in-depth understanding of ballet techniques and terminology. The students focus on solos, pas de deux, pas de trois, quatre, and corps de ballet. Composition and theory work will be incorporated in this level. Performances in class at dance concerts, and dance attire are required. Also included will be components of universal theory, and traditional dance styles, such as; (gavotte, mazurka, minuet, gallop, polka, etc.). Creative exploration, after research and experience are encouraged during the choreographic process.

**Modern/Jazz III** (Course 707)  
**Grade 12**  
**.5 credit**  
**Semester**  
**Prerequisite: Intermediate Modern I**  
This course is taught at a more advanced level than Intermediate Modern I. Students focus on modern dance techniques and perform solo, duets, trio, and ensemble movements. Self-discipline and technical skill are emphasized to increase confidence and enhanced their performance skills. Students study physical techniques and theoretical aspects. Classes cover elements of choreography and production and the different processes that choreographers use in creating work.
Elective Courses

These courses are open to any student from any arts concentration with the permission of the instructor (with the exception of Directing). Please note that these courses are cross listed with their Departments.

**American History through Film** (Course 378)  
**Grades 11-12**  
**.5 Credit**  
**Semester**  
**Prerequisite:** 12th graders – passing grades in Civics and US History I or II  
**11th graders – passing grade in US History I**  
**Note:** Elective courses are offered based on teacher availability and student need. This class may not be taught some years.  
American History through Film is a college-level seminar course in which students examine historical figures, memorable events, political movements, and notable atrocities throughout the course of United States and world history. Each student must produce an analytical critique of each movie. Students are responsible for their own research with supervision and assistance from the instructor. Papers are based on topics in the films and on primary and secondary sources.

**Composition/Arranging** (Course 762)  
**Grades 11-12**  
**1 Credit**  
**Full Year**  
**Prerequisite:** Teacher Recommendation  
Using the notation software, Sibelius7, and the audio production software, Logic Pro 9, this class will introduce students to the current electronic techniques involved in musical composition and arranging. Musical projects will range from simple two-part harmonization, arranging and composition to complex, multi-part music. The course will cover a variety of commercial musical genres including: pop songs, SATB choir scores, commercial radio/TV jingles, infomercials and film scores. As the course progresses, the projects will become increasingly complex and will begin to reflect the unique talents and artistic direction of each student.

**Recording Arts** (Course 793)  
**Grades 11-12**  
**1 Credit**  
**Full Year**  
Do you love music? Do you have music in your head but just don’t know how to perform it? Would you like to learn more about music and how you can write your own? This hands-on course for beginning through advanced musicians is a step-by-step approach on how to create, record and save music with a computer using software such as Garageband and Logic Pro 9. This class is will utilize synthesizers and computers to create musical compositions. More advanced music composition techniques will be explored as well as piano keyboard skills and music theory.
Technical Theatre Elective (Course 1005) Grades 11-12
1 Credit Semester
Prerequisite: Theater Arts juniors and seniors. Students will be accepted into the class based on an application and interview process.
This class may serve as either an art or technology credit. The maximum number of students in this class will be 12.
In this course students will learn about the fundamentals of Stagecraft and will develop the technical skills necessary to serve successfully as running crew members for Co-Op productions and live events. Students will participate in a series of studio assignments and production work calls that relate directly to Co-Op’s busy Main Stage production calendar. Safety, theater etiquette and collaboration will be emphasized.

Social Justice Theatre (Course 1036) Grades 9-12
1 Credit Semester
Please Note: This course is open to students from every Art Concentration, no theater experience is required.
This course seeks to provide students with a basic understanding of how theatre can be used to examine historical and current events and to highlight injustices that happen in society. Students will learn how to create an ensemble by participating in various theater exercises and also to understand that constructive collaboration with their peers is the key to becoming a global citizen. Throughout this course, students should expect to participate in challenging class discussions, theatre games, writing exercises, song, dance, and art that will enhance visibility of what has happened/is happening/ and what could happen in this world when people are silenced or given a voice. Students apply acting and analytical skills, create characters, memorize lines, and work in an ensemble to create an original performance for public presentation.

Directing for the Stage (Course 780) Grades 11-12
1 Credit Semester
Prerequisite: Theater Arts juniors and seniors. Students will be accepted into the class based on an application and interview process.
This class may serve as an art credit. The maximum number of students in this class will be 20.
An introduction to play direction, including: script analysis and research methods, preparation of production book, consideration of design elements, casting, rehearsal techniques and work with actors. All students should expect to complete a Directing Portfolio that includes research, design elements, casting, and a script with annotations for a given play. All students will direct at least two scenes that will serve as the midterm and final for the course.

Exploration in Visual Design Elective (Course 1035) Grades 9-12
.5 Credit Semester
This is a one-semester course that introduces students to the elements and principles of design, using a wide range of mediums and techniques. Students will explore various artists and art periods to provide inspiration and ideas for their own work. Each assignment will focus on a specific artist, art period or element and principle of design. This course is open to students from any arts concentration.
Dance for Non-Majors: (Course 779)  
Grade 11 and 12  
.5 Credit  
Semester  
Non-dance students will have the opportunity to learn basic concepts of dance in various styles of dance. The class will explore movement using elements of dance through improvisation and experimentation. This class will allow students that do not have previous dance experience explore, respond and create.

Facing History and Ourselves (Course 370)  
Recommended Grade 12  
0.5 credit  
Half Year  
Note: All elective courses are offered based on teacher availability and student need. As a result, this class may not be taught in some years.  
Facing History and Ourselves is a citizenship education program that examines racism, anti-Semitism, and other forms of prejudice via the study of history. The course is inquiry-based, student-centered, and interactive. In the first semester, students study life in Germany in the 1920s and 1930s to answer essential questions about human behavior. In the second semester, genocide in Armenia, Rwanda, and the Darfur region of Sudan; apartheid in South Africa; and the Eugenics movement in America are studied through written narratives, literature, film, simulations, and trials. Essential questions force students to grapple with moral and ethical dilemmas, including, "How could the Nazis and Adolf Hitler come to power? What did average people do in everyday life to allow these events to take place? How could things have been different?" By studying the years leading up to and including the atrocities, learners make real-life connections to their own decision-making today. Questions such as "What do we do in our everyday lives that allows discrimination and inequality to continue? How are we responsible as citizens in a democracy? How can our own actions and attitudes change the world?" serve to frame the course.
Community Service Requirements

All students graduating from Co-Op High School must complete Community Service Hours. In addition to contributing to the community, completing community service hours helps students with scholarship opportunities and college applications.

In order to graduate from Co-Op, students must complete a total of:

Class of 2018 – 40 total hours

All subsequent classes (2018 and beyond) must complete 40 hours.

COMMUNITY SERVICE is defined as:

Volunteering your non-paid time and service to plan, design and/or implement a project that addresses a need in your local or global environment (Examples: Individuals in need, organizations and/or foundations that provide services to the community or the environment)

GUIDELINES FOR SERVICE HOURS:

1. All sites must be approved by Co-Op Guidance
2. Hours must be recorded on the approved form available through the Co-Op Guidance Office.
3. Sites may be non-profit organizations.
4. Students cannot use the same hours for multiple purposes (example: court ordered/juvenile review community service or chores given in lieu of out-of-school suspension)
5. Supervisor cannot be a relative
6. Payment for community service hours is strictly prohibited
7. Hours must be completed before graduation

*Ultimate discretion for approval of hours for Co-Op students rests with Co-Op High School guidance Counselors.
The Senior Capstone Project has been a longstanding tradition of the Co-Op experience and graduation requirements. It is in this intensive project that the student chooses a topic of interest and either presents a performance piece or visual art work alongside a research presentation to the department and school. Students are provided with the necessary class time to work on the project inclusive of, but not limited to, regular library visits, studio/rehearsal time, feedback sessions and a calendar of dates for all deadlines. Students are also required to do independent work outside of school hours to satisfy capstone requirements.

All students at Co-Op must complete a capstone project during the senior year to graduate. The Senior Capstone Project is the opportunity for your child to bring four years of academic & personal experiences; as well as, coursework together by engaging in an extended project in their respective art major.

As a school, we believe that this project culminates their artistic experience at Co-Op and students that are successful in the project are prepared for higher education, workforce, or even the armed forces. We expect ALL our students to be successful in the capstone project. If a student does not pass the capstone project, it has been expected that he or she will NOT participate in the graduation activities at the end of the year. Passing of the capstone project is a REQUIREMENT to graduate from Co-Op in addition to a student earning 29 credits and completing 40 hours of community service. Students must pass the capstone project with a grade of “76” or higher to walk at commencement.