

2023-2024 GALS HS Course Catalog



GIRLS ATHLETIC LEADERSHIP HIGH SCHOOL OF DENVER

Empowering young women to succeed academically, lead confidently, live boldly, and thrive physically.

GALS HS Course Catalog

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**The offerings listed in this course catalog are subject to campus availability.*



Graduation Requirements

Girls Athletic Leadership High School Credit Requirements

Two hundred forty semester hours (24 units) and completion of ICAP requirements shall be required for students to graduate from high school and receive a high school diploma. The content area requirements are listed below:

REQUIREMENT	Credit Hours
ENGLISH	4.0
MATHEMATICS	4.0
SOCIAL STUDIES	3.0
SCIENCE	3.0
PHYSICAL EDUCATION	1.0
WORLD LANGUAGE	2.0
ELECTIVES	7.0
Total	24.0

Grade Level Classification of Students

60 semester hours	Sophomore
120 semester hours	Junior
180 semester hours	Senior
240 semester hours	Award Diploma

GALS HS Course Map

4.0 Credit Hours	English Courses
Freshman & Sophomore	Introduction to Literature & Composition I: The Writing Traits
Junior & Senior	American Literature I & II, Composition II: Creating Writing World Literature I & II, Advanced Placement (AP) Language & (AP) Literature

4.0 Credit Hours	Math Courses
Freshman & Sophomore	Algebra I, Geometry, & Algebra II
Junior & Senior	Pre-Calculus/Trigonometry, AP Calculus, & Financial Literacy

3.0 Credit Hours	Social Studies Courses
Freshman & Sophomore	World Geography, Women's Studies, & United States History
Junior & Senior	Civics I, Civics II: Speech and Debate, Economics & Ethnic Studies, Pre-Advanced Placement Government and Politics, and AP Government and Politics

3.0 Credit Hours	Science Courses
Freshman & Sophomore	Earth Science & Biology I
Junior & Senior	Chemistry, Physics, & Advanced Placement (AP) Biology

10.0 Credit Hours	Electives
Freshman & Sophomore	Musical Theater, Performing Arts I&II, Improvisation I&II, Playwriting, Choir, Honors Acting, Studio Art, GALS Action Series Courses I & II, Movement, Individualized College & Career Planning (ICAP I), Spanish I & II
Junior & Senior	GALS Action Series Courses III & IV, SAT Preparation, Pre-Advanced Placement (AP) Spanish Language and Culture, Advanced Placement (AP) Spanish

**Students can enroll in English, Math, Science, and other courses offered at the Community College of Denver*
<https://www.ccd.edu/org/high-school-connections#:~:text=The%20general%20Concurrent%20Enrollment%20Program,exist%20at%20all%20high%20schools>

English Course Descriptions

English I

- **Introduction to Literature:** In this course, students read and write about short stories, novels, and poetry by creating strong reading and response habits of a reader, key reading strategies, and skills. Students will read a variety of texts focused on explicit reading strategy instruction, academic language, and varied experiences with discussion. Students focus their time on building the skill of citing evidence, finding a centralized theme, and developing the ability to write a solid argument in response to the text. Students will apply reading strategies through exposure and support with various complex texts and build a reading and writing foundation for future English courses.
- **Composition I: Writing Traits:** In Composition I, students will build knowledge about the art of writing, the writing process, and the traits of writing. Students will focus on learning through explicit workshop models focused on building a knowledge of how to apply writing criteria. Writing assessments and teacher modeling will use criterion-based methods and take writing through all stages of writing (e.g., planning, drafting, revising, editing, and publishing). Students will focus on the following skills: voice, ideas, presentation, conventions, organization, word choice, and sentence fluency while engaging in a variety of writing genres. In Composition I and II, there is a priority with writing assignments to prepare students for content area writing beyond these courses.

English II (2 of the 3 classes)

- **American Literature I & II:** In this series of courses, students are introduced to American Literature through the lens of multiple perspectives. Students will read a variety of texts for various purposes and will be exposed to great American literary writers. Students consider questions at the heart of American identity through stories, poetry, and essays and will have the opportunity to interpret the important and influential texts we read. Students will learn the reading strategies and skills acquired in the Introduction to Literature course to understand how to read and respond to complex texts (e.g., primary sources, secondary sources, and various media). Students will build their capacity to effectively communicate through class discussions, and protocols (e.g., Socratic Seminars, debate).
- **Composition II: Creative Writing:** In Composition II, students will experience their potential in writing different types of genres of papers for a range of purposes and audiences. In this course, students will use multiple perspectives and will write poems, short stories, plays, news stories, comic strips, children's books, and an autobiography to express creativity. Students will also study writing samples from professional writers and use criteria to revise and edit writing. In addition, students will build their writing strengths, fluency, and speed with descriptive, narrative, persuasive, and expository writing styles. In Composition I and II, there is a priority with writing assignments to prepare students for content area writing beyond these courses.

World Literature I & II: In these series of courses, students will experience a blend of reading and writing practices that are primarily themed and literature based. Students will have the opportunity to engage in collaborative discussions to be exposed to a range of literary forms, cultures, and periods while developing proficiency in the use of grammar, usage, and mechanics. Students will engage in various genres and elements of literature, with a concentration on short story fiction, poetry, and drama, and analyze various works of literature through written compositions and produce various types of research projects to include thesis statements, an outline, locating relevant resources, preparing a bibliography, and paraphrasing resource materials.

Advanced Placement (AP) English Language and Composition: In this course, students will be provided the opportunity to read rigorous texts from various eras and in different genres, analyzing the big ideas of rhetorical situations, claims/evidence, reasoning/organization, and style. Students use given texts to reach the goal of effective writing and analysis: they will read and annotate texts from a critical perspective to craft well-reasoned essays and personal reflections in response. The course is structured both thematically and chronologically, based on district requirements and College Board's unit guide. The overarching theme for the course is that of power. The district requires all juniors to read *The Crucible*, *Macbeth*, and *The Great Gatsby*; I then extend and explore the basic readings by asking students to work with nonfiction titles that expand on the ideas stated or implied in the required texts. The textbook for the course is Bedford's *Language of Composition* (2nd edition), supplying many of the nonfiction readings. Some materials from *Language of Composition*, 3rd edition, are also used. Additional readings come from such varied sources as Project Gutenberg, current events, national publications, and any other resources that seem likely to provide rigor, depth, and high interest.

Advanced Placement (AP) English Literature and Composition: In this course, students will experience a course that is designed and taught thematically with an emphasis on core readings along with modern and contemporary selections that illuminate and expand upon a variety of themes. AP English Literature and Composition closely follow the requirements described in the AP English Literature and Composition Course and Exam Description (CED), including the fundamentals of literary analysis and introductory college composition. Each week students discuss and engage in a variety of writing activities focusing on argumentation, interpretation, analysis, rhetorical strategies, exposition, structure, and style. Students read and study a variety of novels, plays, poems, and short stories from the 16th century to the present. In addition to district-approved novels, students read shorter works and dramas from *Prentice Hall Literature: The British Tradition Perrine's Literature: Structure, Sound, & Sense*. The course focuses on the experience of literature, the interpretation of literature, the evaluation of literature, and writing to develop stylistic maturity and sophistication. Students practice their writing via numerous timed essays, which are revised several times, as well as longer essays that require outside research and MLA formatting. Students also practice oral communication skills, through poetry presentations, regular classroom discussions, and acting as discussion facilitators.

Math Course Descriptions

Algebra I: In this course, students will build an understanding of real numbers, simple algebraic manipulations, and beginning geometry concepts. Algebra I set a foundation for other math courses such as Geometry and Pre-Calculus. Most math courses support student learning in building concrete and abstract knowledge about number systems, while this course takes the abstract a bit further and introduces functions. Students use their background knowledge developed during Pre-Algebra as a base to practice and develop mastery for the following mathematical properties such as algebraic manipulation, functions, linear equations, systems of equations, radicals, exponents, and quadratic equations.

Geometry: *Prerequisite: Algebra I In this course, students will study the measurement, properties, and relationships of points, lines, angles, surfaces, and solids. Students will learn about points, lines, shapes, and surfaces. Through the lens of relationships with shapes in the plane, students will introduce, study, and master the art of mathematical proof. Students will manipulate and analyze the relationships of planar shapes and how they can improve movement in planar space and deepen their understanding of logic.

Algebra II: *Prerequisite: Algebra I In this course, students will build on the priority concepts and skills of Algebra I. Students will learn to engage with the rule of arithmetic to develop an understanding of advanced simplification techniques (i.e., factoring to deal efficiently with more complicated expressions such as quadratics). Students will practice and master various types of functions (algebraic and transcendental) and engage with functions graphically and algebraically. Students will discover the roots of these functions (real or complex) and analyze their meaning, application, and relationships with each other.

Pre-Calculus/Trigonometry: *Prerequisites: Algebra II and Geometry In this course, students will expand on their prior knowledge of Algebra I, II, and Geometry to study Pre-Calculus which is the mathematical prerequisite for Calculus or AP Calculus. Students will use their previous math courses to study functions, continuity, and graphs. In addition, students will learn about sequences and series, the binomial theorem, the fundamental theorem of Algebra and Trigonometry, and the relationship of triangles and circles.

AP Calculus: In this course, students will experience an introductory college-level Calculus course and cultivate their understanding of Calculus through engaging with real-world problems represented graphically, numerically, and analytically. In addition, students will engage in discussions using definitions and theorems to build arguments and justify conclusions as they explore concepts such as change, limits, and analysis of functions. Students study rates of change and analyze relationships between continuity, derivatives, and integrals as well as learn how to discuss and write about these mathematical big ideas.

Financial Literacy (DPS IKF-RI): In this course, students will build background knowledge about topics such as the affordability of higher education, how to budget and pay for higher education, manage student loan debt, and the process to apply for financial aid, grants, and scholarships, including the FASFA and CASFA. Students will build knowledge about modern financial systems including credit, insurance (health, life, and auto), checking and savings accounts, and the United States tax code.

Social Studies Course Descriptions

World Geography: In this course, students will study world geography which is the relationships among people, places, and environments that result in geographic patterns on the Earth. Students use geographic methods to compare and analyze landforms, climates, and natural resources, as well as cultural, political, economic, and religious characteristics of the world's region. Students will use a variety of primary and secondary sources (e.g., maps, pictures) to learn about the geography of different world regions. Regions will include the United States and Canada, Latin America, Europe, Russia, and the republics, the Middle East, North Africa, Central Asia, sub-Saharan Africa, South Asia, East Asia, Southeast Asia, and Oceania.

Women's Studies (DPS IKF-R2): In this course, students will build cultural competency through women's studies and build their knowledge about big ideas such as continuity and change, cause and effect, complexity, unity, and diversity. Students will learn about the interconnected nature of the world, its people, and places and use the historical method of inquiry to formulate compelling questions, evaluate source documents, analyze data, and defend using textual evidence.

United States History: In this course, students will have the opportunity to use their analytical skills and explore factual knowledge necessary to engage critically with the problems faced in United States history. This course prepares students to assess relevant historical sources, their reliability, and the importance of an interpretive problem. In addition, students will use primary and secondary sources to grapple with the evidence and interpretations presented. Students will read, write, and discuss using the lens of multiple perspectives to draw conclusions based on an informed, scholarly judgment. Students will present reasons and evidence clearly and persuasively through discussions and essay writing.

Civics I: In Civics I students will study the purposes, principles, and practices of American government as established by the Constitution as well as their rights and responsibilities as citizens in local, state, and national government. Civics requires students to build their background knowledge about markets, courts and legal systems, civil society, other nations' systems and practices, international institutions, and the techniques available to citizens for preserving and changing society. Students will read a variety of primary source documents, a key feature of the United States government and civic standards as well as read, write, and listen to a variety of perspectives on ideas that shape our modern world.

Civics II: Speech and Debate *Prerequisite Civics I In Civics II students will use background knowledge from Civics I and learn how to apply visuals, stories, organization, and nonverbal communication to speeches. Students will learn strategies to help overcome fear, participate in debates, and rehearse effectively. Students will also learn how to evaluate great speeches from history as well as more modern media messages. Students will participate in a series of speeches and debates by utilizing rhetoric and engage in discussion activities to improve their ability to civilly communicate ideas with clarity, efficiency, and emotion.

Economics & Ethnic Studies: In this course, students will master fundamental economic concepts, appreciate how the principal concepts of economics relate to each other, and understand the gist of economic structures and systems. Students will use economic concepts in dealing with personal, communal, national, and global economic issues and study the concepts of scarcity, property, value, trade, money, banking, prices, and the business cycle. In addition, students will develop a political, social, and economic consciousness about their connections to local and global histories. Through Ethnic Studies, students will

study the history of race, ethnicity, nationality, sexuality, and culture and cultivate respect for individuals and solidarity with groups of people locally, nationally, and globally to foster active social engagement and build a sense of community. Students will read, write, and discuss the contributions and struggles of various racial and ethnic groups for liberty, equity, and justice in the United States. This course is intended to support students to build inter-ethnic understanding and socio-cultural bridges which is imperative to creating a just society.

Pre-Advanced Placement (AP) American Government and Politics: In this course, students pursue a deeper understanding of American government and political institutions. Students use their background knowledge built in U.S. History and Geography to compare differences and similarities in world governmental systems today. Students will learn how to address problems to understand how to participate in the governmental process and be responsible citizens of the United States. Students cultivate their understanding of the U.S. government and politics through data analysis and text-based sources. Students will learn about topics such as constitutionalism, liberty and order, civic participation, representative democracy, and competing policymaking interests. In addition, students will cultivate their understanding of U.S. government and politics through the analysis of data and text-based sources as they explore concepts such as constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

Advanced Placement (AP) Government and Politics: In this course, students will experience an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data in text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy making interests, and methods of political analysis. This course provides a nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of their relationships and interactions among political institutions, processes, and behaviors. Students will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. Finally, students will complete a political science research or applied civics project. The required project adds a civic component to the course, engaging students in exploring how they can affect and are affected by government and politics throughout their lives. The project might have students collect data on a teacher-approved political science topic, participate in a community service activity, or observe and report on the policymaking process of a governing body. Students should plan a presentation that relates their experiences or findings to what they are learning in the course.

Science Course Descriptions

Earth Science: In this course, students will examine the earth as a system and as a part of the solar system, Milky Way Galaxy, and the universe in terms of both abiotic and biotic realms as well as the interaction between them. Students will study the history of the earth to determine the changes that have resulted since humans inhabited the earth. Students will use scientific principles to study minerals, rocks, earth resources, weathering, soil, mass movements, water, wind, earthquakes, plate tectonics, oceans, weather, climate, astronomy, the solar system, the sun, and the cosmos.

Biology I: In this course, students will build their knowledge about fundamental concepts of life and life processes with topics including cell structure and function, genetics, evolution and classification, microorganisms, fungi and plants, the biosphere and ecosystems, animal systems, and the human body systems. In addition, students will study biological systems in further detail such as cell organization, function, and reproduction as well as energy transformation, human anatomy and physiology, and the evolution and adaptation of organisms.

Chemistry: In this course, students will engage in a variety of learning activities to build their knowledge regarding the composition, properties, and reactions of substances. Students will read, write, and encounter hands-on activities with the states of matter, atoms, atomic models, electron configurations, the periodic table, periodic law, chemical bonding, chemical composition, chemical equations, gases, solutions, acids, bases, reaction energy, reaction kinetics, and chemical equilibrium.

Physics: In this course, students will engage in a variety of learning activities to build knowledge regarding the study of forces and laws of nature affecting matter. These topics include equilibrium, motion, momentum, and the relationships between matter and energy. Students will also learn about motion in one, two, and three dimensions, forces and the laws of motion, energy, momentum and collisions, circular motion and gravitation, vibrations, and waves, electrostatics, electric circuits, and magnetism.

Advanced Placement (AP) Biology: In this course, students will experience a solid foundation in introductory college-level biology. By structuring the course around the four big ideas, enduring understandings, and science practices students will develop an appreciation for the study of life and help them identify and understand unifying principles within a diversified biological world. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course. At the end of the course, students will have an awareness of the integration of other sciences in the study of biology, understand how the species to which we belong is like, yet different from, other species, and be knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives.

Electives Course Descriptions

GALS Action Series Courses

ICAP: ICAP is a multi-year process that intentionally guides students and families in the exploration of career, academic, and postsecondary opportunities. ICAP is an integrated, student-driven process and product with a series of meaningful career conversations and exploration opportunities. When students engage in meaningful career conversations, they begin to understand how their unique aptitudes, skills, and talents influence the decision-making process for life-long learning. With the support of adults, students develop the awareness, knowledge, attitudes, and skills to create their own meaningful and powerful pathways to Postsecondary and Workforce Readiness (PWR).

ICAP is the foundation for Postsecondary and Workforce Readiness (PWR). Students will build an understanding of the labor market landscape, explore, develop, and demonstrate the mindsets, knowledge, skills, and abilities - Essential Skills - necessary for career success, and learn about and prepare for meaningful career pathways.

- **GALS Action I: ICAP I** In this course, students will learn about their graduation requirements, options to graduate, and how to plan for ongoing success throughout high school. Students will learn about the academic and involvement demands of college and scholarships and plan to begin to think about and expand their resumes. This means, students will build their foundational knowledge of what it takes to be successful in high school and plan for post-secondary readiness. Students will learn about high school structures, and grade point averages (GPA) as well as explore their career interests in terms of what options are available to them. In addition, students will learn the habits of a high school student in terms of organization, task completion, and time management.
- **GALS Action II: Comprehensive Health and Relationships (DPS IKF-R3): Foundational Skills** In this course, students will engage in a Comprehensive Health course aligned with the Colorado Department of Education's recommendations for health education and emphasizes the following Health Education skills: goal setting, accessing resources for health education, analyzing influences, interpersonal communication, self-management, decision making, and advocacy. In this course, students will build foundational skills to make healthy choices for themselves and their relationships by engaging with a feminist approach to teaching that explores justice, oppression in the world and various social movements.
- **GALS Action III: Individual Career and Academic Planning (ICAP) II:** In this course, students will track their progress toward graduation requirements, learn about their options, and how to plan for success throughout their high school years. Students will also learn about the varied careers they may be interested in, write, and plan toward building their resumes with extracurricular and work opportunities. In addition, students will track and expand their knowledge of GPA, test scores, and the importance of a strong college essay with all students writing a draft to be worked on further with their teachers. Finally, students will learn and further explore their financial aid options including grants, loans, and scholarships while starting scholarship applications.
- **GALS Action IV: Individual Career and Academic Planning (ICAP) III:** In this course, students will enact their ICAP plan by applying to internships, scholarships, and colleges. Students will act on their ICAP planning and make it begin to come to life.

Movement: In this course, students will be introduced to a variety of fitness challenges and movement skills needed to choose a life filled with any physical activity of their choice. While sports skills will be a part of the curriculum, the focus will be on overall physical well-being and will include opportunities to improve their cardiovascular health, agility, strength, motor skills, and basic sports skills.

SAT Preparation: In this course, students will study for the SAT exam in their junior year which concentrates on SAT reading, vocabulary, and writing skills along with math practice. The course includes practice in taking the SAT test and strategies for the question types (sentence completion, vocabulary, critical reading, and writing – finding errors/revision). This course will focus on the SAT test, Khan Academy online, classroom reading, vocabulary, grammar lessons, and practice tests. The goal for reading in this class is to read college-level material closely and critically to answer difficult questions about the text. The Reading Section for the SAT requires students to answer evidence-based questions about a challenging reading selection in a timed setting. The class will prepare and practice for these reading passages and questions. The goal for writing in this class is to prepare for the optional essay section on the new SAT which will be required by some colleges. Learning to plan and respond in writing quickly will help students on the SAT Writing test as well as other exams with writing including AP exams, college exams, SAT subject tests, etc. The new essay is an analysis essay based on a piece of text, so we will discuss and practice writing a literary and rhetorical analysis. The goal for math in this class is to practice the types of questions asked on the SAT test and to learn how to avoid the most common mistakes.

Spanish I & II: In this series of Spanish, I and II courses, students will build their foundational knowledge of Spanish as they move towards language proficiency through ongoing practice and build their skills to engage in the Pre-Advanced Placement (AP) Spanish Language and Culture and Advanced Placement (AP) Spanish courses. Students will participate by speaking, listening, reading, and writing in Spanish to enable students to communicate in a secondary language. After Spanish I, students will continue to develop communication skills in Spanish II that will allow them to compete effectively in the global community and post-secondary language courses.

Pre-Advanced Placement (AP) Spanish Language and Culture: In this course, students will acquire proficiencies that expand their cognitive, analytical, and communicative skills. As its foundation, it uses the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the 21st Century. The course is designed as an immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish. This course is based on six themes required by the College Board, and they are as follows: Global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. In addition, students participate in a forum where they can share their own opinions and comments about various topics and comment on other student's posts.

Advanced Placement (AP) Spanish: In this course, students will acquire proficiencies that expand their cognitive, analytical, and communicative skills. The AP Spanish Language and Culture course prepares students for the College Board's AP Spanish Language and Culture exam. As its foundation, it uses the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the 21st Century. The course is designed as an immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish. This course is based on six themes required by the College Board, and they are as follows: Global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural

products, practices, and perspectives. In addition, students participate in a forum where they can share their own opinions and comments about various topics and comment on other student's posts.

Performing Arts I: In this course, students will be trained to take their space and use their voice through theater. Students will begin the year with a brief introduction to theater, and then dive into character and scene analysis through the actor's eyes. Students will learn theatrical warm-ups, basic improvisation skills, core acting techniques and the first quarter will conclude with an in-class performance of memorized contemporary monologues. After that, students will expand their reading skills and theatrical knowledge through several different plays, and work on scene studies, one act plays, and ensemble acting. Students will work through new and challenging characters in these scripts, and have an opportunity to try a few different genres in their scene studies. Towards the end of the course, students will choose a genre or style of acting that they feel the most strongly about, and perform a memorized scene with another student as part of GALS Annual Winter Recital.

Performing Arts II: *Prerequisite Performing Arts I In this course, students will learn to take their space and use their voice through theater. We will begin with a brief introduction to acting and short plays, and then dive into scene selection and analysis. Students will learn theatrical warm-ups, basic improvisation skills, and core acting practices. In addition, students will work through new and challenging characters in scripts, and have an opportunity to try a few different genres in their scene studies. Also, students will work on a chosen monologue, scene, musical solo, or duet, and have the opportunity to work on a chosen monologue or scene and to bring it to the Colorado Thespian's Conference. This incredible student-driven theater conference is a powerful opportunity, and students who receive a Superior or Excellent rating will also receive a varsity letter in theater.

Musical Theater: In this course, students will work on the expression of voice through the stylings of Broadway. Students will begin the semester with a brief introduction to the history of American musical theater, Broadway, and then will watch a variety of musicals and musical excerpts (e.g. 's, "Show Boat," to "Wicked"). In addition, students will learn how to audition for a musical, create a theatrical resume, and then have the opportunity to work on a Broadway Revue which is a requirement for all performing students. Students will have a chance to work on solos and chorus pieces (backstage and onstage) as singers and designers. Students will also research a musical that they will then present.

Playwriting: In this course, students will learn to express their voices through theatrical writing. We will begin the semester with a brief introduction to the theater, then dive into storytelling through theater, and learn theatrical warm-ups, storytelling skills, and dramatic writing techniques. In addition, students will write in a variety of styles, beginning with staging children's stories, and ending with one act plays. Each student will write a one act play and students can select 10-minute play templates or 25-30 minute play templates and playwriting will be structured to allow students to focus on something important to them. All plays will be automatically submitted for consideration for the GALS 2023 Playwright's Showcase and students will be encouraged to submit their completed plays to the High School Playwriting Competition at DCPA.

Improvisation I: In this course, students will learn to take their space and use their voice through theater. Students will begin the semester with a brief introduction to improv, then dive into character and scene analysis through the actor's eyes, and spend time looking at improvisation as well as screen time research as it relates to theater and life. Finally, students will learn theatrical warm-ups (short-, mid-) and long-form improv structures.

Improvisation II: *Prerequisite Improvisation I In this course, students will continue to practice improv skills learned during Improvisation I. In addition, students will learn a new set of complex improv skills for skill building, leadership, and peer teaching and coaching opportunities.

Choir: In this course, students will learn and utilize a variety of skills to create and enhance students' abilities to engage any audience. Students will begin the semester by discussing popular music written to address social needs in the United States. From there, students will have open discussions about social topics important to them to determine an area of focus (i.e. sexism, racism, and income inequality) which students will then use as their guiding topic for an individual voice project. Each student will deliver some style of performance to present their project towards the end of the first quarter and possibilities include but are not limited to: slam poetry, PowerPoint presentations, music, skits, performance art, or speeches. After that, students will work on a themed group project, which will culminate in presentations during the Winter Recital, and students in this class are required to attend the Winter Recital. In addition, students will learn physical ways to increase vocal presentation ability, such as exercises from the Alexander Technique, posture as related to voice, warm-ups and their importance, projection, enunciation, and on stage confidence.

Honors Acting *Prerequisites Performing Arts I & II, 10-12th graders, or special audition w/ resume In this course, students will further their training received in previous performance classes. Students will begin the year with the preparation of an advanced audition packet, consisting of classical as well as contemporary monologues. Students will do an in-depth character analysis of each monologue and further their skill set in improvisational acting. Students will have a culminating event at the end of the quarter by participating in a performance event to highlight student's increased acting talents and skills. Following that, students will expand their reading skills and theatrical knowledge through multiple plays, and work on scene studies and ensemble acting. Students will work through new and challenging characters in these scripts, and have an opportunity to try a few different genres in their scene studies. In this Honors Acting course, there is a heavy emphasis on self and peer evaluations and reflections and towards the end of the semester, students will choose a genre or style of acting that they feel the most strongly about, and perform a memorized scene with another student.

Studio Art I, II, III, IV: In this course, students will learn how to utilize art as a tool to express and support their thinking, culture, livelihood, relationships, and the real world. Students will explore real world artists, experiment with mediums and skill building, analyze visual executions, collaborate with their peers, problem solve within projects and create student centered art. Art is an agent for change and students will have the opportunity to engage in that through this course.