



**“Rigorous Academics, Excellence in the Visual & Performing Arts”**

***HIGH SCHOOL***

***COURSE REGISTRATION BOOK***

***2015 - 2016***

**2015-2016**

**ARTS CONCENTRATIONS AT DURHAM SCHOOL OF THE ARTS**

<b>ARTS: Music</b>		<b>ARTS: Theatre Arts</b>	<b>ARTS: Dance</b>	<b>ARTS: Visual Arts</b>	<b>ARTS: Digital Arts</b>	<b>ARTS: Writing</b>
<b>Instrumental Music (4 Distinct Areas)</b>	<b>Choral Music</b>	<b>Theatre</b>	<b>Dance</b>	<b>2D and 3D</b>	<b>Digital Arts</b>	<b>Writing</b>
<p align="center"><b>Band</b></p> Beginning Band Concert Band *Symphonic Band ** Hn Symphonic Band **Hn Wind Ensemble Jazz Stage Band **Hn Jazz Artistry Workshop AP Music Theory	Concert Chorus *Treble Ensemble *Men’s Ensemble **Honors Women’s Ensemble **Hn Chamber Ensemble	Theatre Fundamentals Theatre Ensemble *Acting in Comedies *Theatre Studio **Honors Theatre Studio <hr/> <b>Tech Theatre</b> Theatre Fundamentals Intro to Tech Theatre I Intro to Tech Theatre II *Theatrical Design & Production I *Theatrical Design & Production II	Modern Dance Fundamentals Advanced Modern Dance Fundamentals *Modern Dance Ensemble *Dance Collective ** Honors Dance Collective ** Honors Dance Company Issues in Contemporary Dance	Visual Arts Survey Media and Design Beginning 2D Beginning 3D *Intermediate 2D *Intermediate 3D **Hn Advanced 2D **Hn Advanced 3D * Hn Portfolio Development *AP 2D Studio *AP 3D Studio AP Art History <hr/> <b>Photography</b> <hr/> Media and Design Photography I *Photography II **Hn Photography III *AP Photography IV	<p align="center"><b>Digital Media</b></p> Multimedia & Webpage Design Digital Media *Advanced Digital Media CTE Advanced Study OR Scientific Visualization (Game Design Fundamentals) <hr/> <p align="center"><b>Game Design</b></p> Scientific Visualization (Game Design Fundamentals) *Game Art & Design Advanced Game Design CTE Advanced Study OR Multimedia & Webpage Design	Creative Writing I Creative Writing II ** Hn Creative Writing III ** Hn Creative Writing IV *Completer Options 1) Editor of Lit Magazine 2) Self-Publish novel or book of poems 3) Submit senior writing portfolio to Scholastic Art & Writing Awards <hr/> Newspaper Journalism *Completer Options 1) Editor or Co-Editor 2) Portfolio Honors Newspaper Journalism available to Jrs. and Srs. Who have already had at least 1 year in newspaper. <hr/> Yearbook Journalism *Completer Options 1) Editor or Co-Editor 2) Portfolio
<p align="center"><b>Guitar</b></p> Intro to Guitar Guitar Fundamentals Guitar Styles *Guitar Ensemble *Advanced Guitar **Hn Advanced Guitar	<p align="center"><b>Piano</b></p> Piano Lab 1 Piano Lab 2 Piano Lab 3 **Honors Piano Lab 4 **Honors Piano Lab 5 **Honors Piano Lab 6					
<p align="center"><b>Strings</b></p> String Fundamentals String Tech/Rep *String Orchestra **Hn String Orchestra **Hn Chamber Orchestra						

**Students must take at least one arts course each year and must successfully complete at least one Arts Concentration: four credits in a single area, with at least one course at the “completer” level, indicated above by an asterisk (\*). Honors level courses are indicated above by a double asterisk (\*\*).**

**Course Titles may change slightly from the lists given above.**

# NORTH CAROLINA Future Ready Core HIGH SCHOOL

## GRADUATION REQUIREMENTS

### NC Future-Ready Core Course and Credit Requirements Checklist for Graduation DURHAM SCHOOL OF THE ARTS For Ninth Graders Entering in 2009-2010, 2010-2011 or 2011-2012

<b>ENGLISH -4 Credits Required</b> English I EOC	1 Credit _____ completed	1 Credit _____ completed	1 Credit _____ completed	1 Credit _____ completed
<b>MATHEMATICS -4 Credits Required</b> Algebra I EOC	Algebra I _____ completed	Geometry _____ completed	Algebra II _____ completed	Higher Math _____ completed
<b>SCIENCE- 3 Credits Minimum</b> Biology EOC	Earth/Environmental Science _____ completed	Biology _____ completed	A physical science course _____ completed	
<b>SOCIAL STUDIES- 3 Credits Minimum</b>	World History _____ completed	Civics and Economics _____ completed	US History _____ completed	
<b>HEALTH AND PHYSICAL EDUCATION-1 Credit Minimum</b>	1 credit _____ completed			
<b><u>ART CONCENTRATIONS</u></b> <b>4 Credits Required</b> (with at least one being a completer course)  <i>Writing</i>  <i>Commercial and Artistic Technologies</i>  <i>Performing Arts</i>  <i>Visual Arts</i>	1 credit _____ completed	1 credit _____ completed	1 credit _____ completed	1 credit _____ completed
<b>ELECTIVES-</b>				
<b>SECOND LANGUAGE</b>				
<b>TOTAL: 24 Credits Required at DSA</b>				

**Note:** *NC Honor Scholars*—must have at least one Commercial and Artistic Technologies/enhancement course and one performing or visual art course.

# NORTH CAROLINA Future Ready Core HIGH SCHOOL

## GRADUATION REQUIREMENTS

### NC Future-Ready Core Course and Credit Requirements Checklist for Graduation DURHAM SCHOOL OF THE ARTS For Ninth Graders Entering in 2012-2013 or 2013-2014

<b>ENGLISH -4 Credits Required</b> English II EOC	1 Credit _____ completed	1 Credit _____ completed	1 Credit _____ completed	1 Credit _____ completed
<b>MATHEMATICS -4 Credits Required</b> CCM I EOC	Common Core Mathematics I _____ completed	Common Core Mathematics II _____ completed	Common Core Mathematics III _____ completed	Advanced Math _____ completed
<b>SCIENCE- 3 Credits Minimum</b> Biology EOC	Earth/Environmental Science _____ completed	Biology _____ completed	A physical science course _____ completed	
<b>SOCIAL STUDIES- 4 Credits Minimum</b>	World History _____ completed	* US History I _____ completed	* US History II _____ completed	Civics and Economics _____ completed
<b>HEALTH AND PHYSICAL EDUCATION-1 Credit Minimum</b>	1 credit _____ completed			
<b><u>ART CONCENTRATIONS</u></b> <b>4 Credits Required</b> <b>(with at least one being a completer course)</b>  <i>Writing</i>  <i>Commercial and Artistic Technologies</i>  <i>Performing Arts</i>  <i>Visual Arts</i>	1 credit _____ completed	1 credit _____ completed	1 credit _____ completed	1 credit _____ completed
<b>ELECTIVES-</b>				
<b>SECOND LANGUAGE</b>				
<b>TOTAL: 24 Credits Required at DSA</b>				

**Note:** *NC Honor Scholars*—must have at least one Commercial and Artistic Technologies/enhancement course and one performing or visual art course.

\* If a 10th grader is recommended and passes AP US History it will fulfill the US History I and II requirement. The student will then need to take another History class to fulfill the 4th Social Studies credit necessary for graduation.

# NORTH CAROLINA Future Ready Core HIGH SCHOOL

## GRADUATION REQUIREMENTS

### NC Future-Ready Core Course and Credit Requirements Checklist for Graduation

#### DURHAM SCHOOL OF THE ARTS

#### For Ninth Graders Entering in 2014-2015 or Later

<b>ENGLISH -4 Credits Required</b> English II EOC	1 Credit ____ completed	1 Credit ____ completed	1 Credit ____ completed	1 Credit ____ completed
<b>MATHEMATICS -4 Credits Required</b> CCM I EOC	Common Core Mathematics I ____ completed	Common Core Mathematics II ____ completed	Common Core Mathematics III ____ completed	Advanced Math ____ completed
<b>SCIENCE- 4-3 Credits Minimum</b> Biology EOC	Physical Science or Biology ____ completed	Biology or Earth/Environmental Science or Chemistry or Physics ____ completed	Chemistry or Physics or Earth/Environmental Science ____ completed	Chemistry or Physics ____ completed
<b>SOCIAL STUDIES- 4 Credits Minimum</b>	World History ____ completed	* US History I ____ completed	* US History II ____ completed	Civics and Economics ____ completed
<b>HEALTH AND PHYSICAL EDUCATION-1 Credit Minimum</b>	1 credit ____ completed			
<b><u>ART CONCENTRATIONS</u></b> <b>4 Credits Required</b> <b>(with at least one being a completer course)</b>  <i>Writing</i>  <i>Commercial and Artistic Technologies</i>  <i>Performing Arts</i>  <i>Visual Arts</i>	1 credit ____ completed	1 credit ____ completed	1 credit ____ completed	1 credit ____ completed
<b>ELECTIVES-</b>				
<b>SECOND LANGUAGE</b>				
<b>TOTAL: 24 Credits Required at DSA</b>				

**Note:** *NC Honor Scholars*—must have at least one Commercial and Artistic Technologies/enhancement course and one performing or visual art course.

\* If a 10th grader is recommended and passes AP US History it will fulfill the US History I and II requirement. The student will then need to take another History class to fulfill the 4th Social Studies credit necessary for graduation.

# DURHAM SCHOOL OF THE ARTS HIGH SCHOOL REGISTRATION BOOKLET 2015-2016

This booklet includes a list of high school academic courses, descriptions of DSA studio courses, and the course numbers to be placed on the registration form. Based on the information you give us, your prior grades, test scores, and teacher recommendations, we will make every effort to give you the schedule of your choice.

High school students should use this Registration Booklet, the DPS High School Program of Studies, and their four-year plans to choose courses for the upcoming school year. In making your selections, consider how you will meet graduation requirements in the course of study you selected, develop career or college entrance credentials, and advance in your chosen arts pathway.

## High School Credits and Requirements for Graduation

The charts at the beginning of this booklet will help you organize your thoughts before selecting your courses.

College entrance requirements generally exceed high school graduation requirements. Many colleges prefer 4 units of math, science, and social studies as well as 2 or more years of a foreign language. Technical colleges, junior colleges, art schools, and conservatories may have different requirements. **Work with your teachers and school counselors to ensure you are taking the appropriate classes.**

<b>English</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>
Eng I – <i>10212X0Y</i>	CC Math I – <i>21032X0Y</i>	Earth/Environmental – <i>35012X0Y</i>	World History – <i>43032X0Y</i>
Hon Eng I – <i>10215X0Y</i>	CC Math II – <i>22012X0Y</i>	Hon Earth/Env – <i>35015X0Y</i>	Hon World History – <i>43035X0Y</i>
Eng II – <i>10222X0Y</i>	Hon CC Math II – <i>22015X0Y</i>	Biology - <i>33202X0Y</i>	American History I - <i>43042X0Y</i>
Hon Eng II – <i>10225X0Y</i>	CC Math III – <i>23012X0Y</i>	Hon Biology – <i>33205X0Y</i>	Hon American History I – <i>43045X0Y</i>
Eng III – <i>10232X0Y</i>	Hon CC Math III – <i>23015X0Y</i>	Physical Science – <i>34102X0Y</i>	American History II - <i>43052X0</i>
Hon Eng III – <i>10235X0Y</i>	*Advanced Functions and Modeling – <i>24002X0Y</i>	Chemistry - <i>34202X0Y</i>	Hon American History II - <i>43055X0</i>
AP Eng III – <i>1A007X0Y</i> *English Language & Comp	*Hon Pre-Calculus – <i>24035X0Y</i>	Hon Chemistry - <i>34205X0Y</i>	Civics and Economics – <i>42092X0Y</i>
Eng IV – <i>10242X0Y</i>	*Hon Discrete Math - <i>24015X0Y</i>	Physics - <i>34302X0Y</i>	Hon Civics and Economics – <i>42095X0Y</i>
Hon Eng IV – <i>10245X0Y</i>	AP Calculus AB – <i>2A007X0Y</i>	Hon Physics - <i>34305X0Y</i>	AP US History – <i>4A077X0Y</i>
AP Eng IV – <i>1A017X0Y</i> *English Literature & Comp	AP Statistics - <i>2A037X0Y</i>	AP Chemistry – <i>3A017X0Y</i>	Honors Minority – <i>48005X0Y</i> Studies
		AP Biology - <i>3A007X0Y</i>	AP Psychology – <i>4A057X0Y</i>
		AP Physics C Mechanical <i>3A047X0Y</i>	AP European Hist – <i>4A017X0Y</i>
		AP Earth Environmental Science – <i>3A027X0Y</i>	
<b>Visual &amp; Performing Arts Classes</b> (classes listed on page 2)	<b>Foreign Language</b> (classes listed on page 23)	<b>Career &amp; Technical Education</b> (classes listed on page 21)	<b>Healthful Living/Physical Ed</b> Health/ P E (classes listed on page 25)
<b>Writing Pathways</b> (classes listed on page 22-23)			

\* At least one of these math courses must be completed in order to be eligible for a NC public university.

**Math Notes:**

**8th grade students in Common Core 1** should have an average of 85 to advance to **Common Core 2**; otherwise taken **Common Core 1** in 9<sup>th</sup> grade.

**8th grade students in in Common Core 2** should have an average of 90 to advance to **in Common Core 3**; otherwise taken **Common Core 2** in 9<sup>th</sup> grade.

**Pre-Calculus is designed for students planning to major in math or a math-related field. It is a prerequisite for both AP Calculus and AP Statistics. Honors Discrete Math/Stat & Prob prepares students for college level math courses and/or a major in one of the social sciences. Students may take both honors Pre-Calculus and honors Discrete Math/Stat & Prob. Advanced Functions and Modeling is a non-honors 4<sup>th</sup> year math course that will help to solidify algebraic concepts while applying knowledge to real world situations.**

**Grade Point Average (GPA) Information up to 2014-2015 school year**

**The start of the 9<sup>th</sup> grade year is the start of a child’s permanent academic record. Every class taken during a student’s high school career will appear on the child’s transcript and will be included in their cumulative grade point average. Grade points are earned as follows: New grading scale from DPI pending. Will post on DSA website when obtained.**

96-100 = 4.0	91 = 3.38	86 = 2.75	81 = 2.13	76 = 1.50
95 = 3.88	90 = 3.25	85 = 2.63	80 = 2.00	75 = 1.38
94 = 3.75	89 = 3.13	84 = 2.50	79 = 1.88	74 = 1.25
93 = 3.63	88 = 3.00	83 = 2.38	78 = 1.75	73 = 1.13
92 = 3.50	87 = 2.88	82 = 2.25	77 = 1.63	70-72 = 1.0 < 70 = 0.0

Honors courses have one additional quality point added to a passing grade and AP courses receive two additional quality points; this allows for cumulative ‘weighted’ grade point averages to be greater than a 4.0; these weighted GPA’s determine class rank.

Un-weighted GPA’s are utilized for such things as eligibility for *National Honor Society*, which, along with demonstrated excellence in character, community and school service, and leadership, requires a minimum of a 3.25 cumulative un-weighted GPA. This means, regardless of the level of courses taken, a student must have an overall average of at least a 90.

**Arts Distinction and Honors Arts Diploma Information**

High school students may earn arts or honors arts diploma distinctions based on a point system. During 9<sup>th</sup>-12<sup>th</sup> grades, students must earn 65 points for an Arts Distinction and 100 points for an Honors Arts Distinction. The number of courses, difficulty of the courses, and the student’s grade in each course will determine the total number of points earned. The chart below explains the point system based on the final course grade. Please note that senior year these are calculated using 1<sup>st</sup> semester grades.

Type of course	Points per year for an “A”	Points per year for a “B”
Beginning courses (beg)	10 points	6 points
Intermediate courses (int)	16 points	9 points
Proficient courses (prof)	24 points	14 points
Advanced courses (adv) - auditioned	30 points	16 points

**Eligibility for NC Academic Scholars Program:** Students must have an un-weighted GPA  $\geq$  3.5, complete all University requirements, complete one CTE class, and complete at least two second-level (or higher) elective classes.

**NC Virtual Public High School:** Please speak to your school counselor about this opportunity. In order to access these courses, a student must be enrolled at DSA for 7 periods and the course taken must be one NOT offered at DSA. Due to budget restraints, there may be a cost to the student for up to \$500.00 per class. Enrollment takes place through Sarah Corey (Student Services, 23272) and an **approval process**.

## DURHAM SCHOOL OF THE ARTS REGULAR AND HONORS GENERAL RUBRIC

Where instruction is enhanced, DSA supports combining honors and regular students in the same class. Students participate together in project-based learning and seminars, but apply their knowledge in different ways through homework, research papers, individual assignments, and tests. Generally, honors work extends and expands the Standard Course of Study. Honors students receive one additional quality point for their grade to reflect the increased rigor. Teachers will provide students with detailed rubrics to address course content about regular vs. honors as well as specific assignments.

### Advanced Placement Courses

Advanced placement courses are taught at a college level and require excellent organizational skills, strong study habits, the ability to work independently and cooperatively, and a high level of interest and commitment. Students can expect to spend substantial time outside class preparing assignments, reading, and writing papers. Many courses have summer assignments to prepare students for the challenge of their AP course(s). Completion of these assignments is **required** to enroll in August. Students may receive college credit by taking the AP test in May, provided they earn a score deemed high enough to be acceptable to the college/university of choice. AP courses will cover topics included on the AP tests; practice exams will be offered. To enroll in AP Courses, students shall have met the pre-requisites, obtained a teacher recommendation, considered the independence and commitment level required for both success and management of time and activities/obligations, and completed a contract (see "Forms" section of booklet) which acknowledges they will stay in the course the entire year and will take the AP exam in May (application fee of \$89.00).

**Students will not be permitted to drop advanced placement courses.** We recommend you choose AP courses with care, taking into consideration your teacher's recommendation, your commitment to the course, your enjoyment of the subject matter, and your willingness to put in the necessary hours.

Students in advanced placement courses will receive 2 additional quality points on their weighted GPA provided they have a passing grade **and** take the advanced placement test given by the College Board at the end of the year.

**11- AP English III:** This course emphasizes the rhetorical structures of effective nonfiction writing. There will be some study of American Literature and its relationship to the historical and cultural trends of American society; however, short nonfiction analysis and writing are the backbone to the syllabus. There will be a summer assignment due the first day of school.

**10/11- AP United States History:** This course is equivalent to a two semester college survey course in United States history. It satisfies the US history part 1 and part 2 requirement in one year. Students should expect to spend considerable time outside of class reading from both an AP approved text and from numerous primary sources. This course will require students to develop analytical and interpretive skills. In class and out of class writing assignments are also emphasized. There will be a summer assignment. Pre-requisite for rising sophomores: A in Honors World History, C in AP World History. Pre-requisite for rising juniors: B in American History I.

**11/12- AP Calculus:** This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems expressed geometrically, numerically, analytically, and verbally. Topics include: functions, limits, derivatives and their applications, techniques of integration, the definite integral, and applications of the integral.

**11/12- AP Statistics:** This course emphasizes the major concepts and tools for collecting, analyzing, and drawing conclusions from data; planning and conducting surveys and experiments, producing models using probability and simulations, and statistical inference.

**12- AP English IV:** This course emphasizes critical reading and analysis of literature, and writing analytical, expository essays about the literature. The focus will be on literature including short stories, drama, novels, poetry, and essays.

**11/12- AP Psychology:** This course studies the behavior and mental processes of human beings and other animals. Students explore psychological facts, principles, and phenomena of the major sub fields and the methods psychologists use in their science and practice. Pre-requisite for rising juniors: C in AP US History, B- in Standard or Honors American History II.

**11/12- AP European History:** The study of European history since 1450 introduces students to the cultural, political, and social developments that played a fundamental role in shaping the world in which they live. This permits a context for the understanding of the development of contemporary institutions, societies and politics. This class also deals with the evolution of current forms of artistic expression and intellectual discourse. Pre-requisite: B in Honors American History II and/or a passing grade in AP US History.

**12- AP Chemistry:** This course is an in-depth, second course in chemistry. The curriculum will include Atomic Structure, Bonding, Stoichiometry, Gases, Phase Changes, Thermodynamics, Solutions, Equilibrium, Acids and Bases, Kinetics, Oxidation/Reduction, Electrochemistry, Nuclear Decay, Organic Chemistry and Descriptive Chemistry. The pace of this class is fast with roughly 30 percent devoted to lecture, 40 percent to in-class problem solving and exercises and 30 percent labs. Expect to devote 6-9 hours per week to independent study, review and class preparation.



**12- AP Biology:** Laboratory investigations, process skills, critical thinking, and problem solving are integral components to this in depth study of the biological sciences. Expect a lot of reading, independent study, research, and a fast pace in this college level class.

**12- AP Physics C Mechanics:** This course is highly mathematical; in-depth treatment of rectilinear, circular and simple harmonic motion; application of Newton’s laws of motion in one, two and three spatial dimensions; problem solving with differential and integral calculus. Introduction to the construction and solution of differential equations as applied to mechanics. Proficiency in laboratory work, process skills, and problem solving are integral to success in this course. Students must be highly proficient in applying, manipulating and solving sets of algebraic equations. Students will have an opportunity to apply the physics learned in the course to a real-world problem. This course requires on average of 1 hour of dedicated study outside of the classroom per day to become highly successful.

**11/12-AP Environmental Science:** The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

**11/12- AP Spanish V and VI:** These courses will be conducted entirely in Spanish. Students will work to expand their vocabulary; deepen their knowledge of grammar; read fiction, history, poetry, and articles; write diaries, essays, and stories; talk extemporaneously on a variety of topics; and listen to tapes, songs, and videos to sharpen comprehension. Level V focuses on language and level VI on literature.

**11/12- AP French V:** This course is conducted entirely in French. The topics follow the six main areas of knowledge and 15 topic questions of the College Board curriculum. It requires a high level of control in reading, writing, speaking and listening comprehension as we follow current events. An in depth cultural knowledge of both the United States and French speaking countries will be useful and further developed.

**11/12- AP Music Theory:** Develop musical skills and knowledge leading to a thorough understanding of music theory and composition.

**11/12-AP Art History:** AP Art History offers a chronological survey of Western art from the dawn of civilization to the present time. Non-Western art will also be covered. The course gives emphasis on the unique position and role played by the artist and the work of art, its context, and the critic. Special attention is given to our interpretation of a work of art based upon its intended use, audience, and role in a particular society. As a survey course, the material is approached as an introduction to the discipline. Two goals of the course are to encourage the student to pursue further study in college as well as become versed in the visual language of art. Summer assignment is required. Students receive an elective social studies credit upon completion of the class. This is an intensive year-long course in which the student can receive college credit at participating universities. This is an intensive year-long course in which the student can receive college credit at participating universities.

**12 – AP Studio Art:** This course is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consist of three portfolios – 2-D Design, 3-D Design, and Drawing – corresponding to the most common college foundation courses.

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**\* Along AP European History, students have the option to take the following course in order to fulfill their 4<sup>th</sup> social studies graduation requirement:**

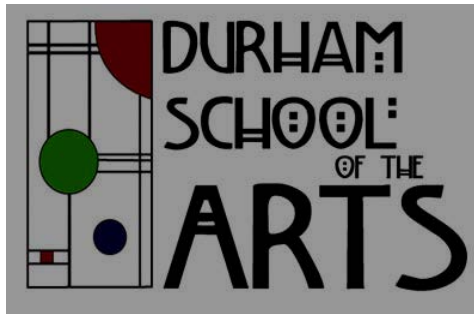
Honors Minority Studies is a social studies course that seeks to investigate the historical, sociological, economic, and political aspects of different ethnicities and races in the United States. The class will also focus on understanding racial and ethnic identity. We will use various texts and other forms of media to explore and understand these different topics. This is a reading intensive course, and you will be assessed with quizzes, tests, essays, and projects. Throughout the course it may be necessary to purchase copies of class texts.

Course Requirement:

Must have a C or greater in US History II or have passed AP US History

### **Arts Involvement/ Expectations – Memorandum of Understanding**

As a magnet school of choice for the Durham Public Schools District, it is the expectation of the Durham School of the Arts that one of the primary reasons students choose to attend our school is for our magnet focus, namely the arts. We believe that all students have the desire and ability to learn, and we believe that all students have the capacity to create and to respond to the arts. The depth and breadth of our arts offerings are what make us unique. It is the expectation that every student at DSA will explore the arts with a willingness and openness, ultimately focusing on at least one arts pathway through which they will grow and progress. Every 8<sup>th</sup> grader participates in a placement assessment with several of our arts teachers. This serves as an opportunity for our students to reflect on their arts experiences and, with the support and advice of teachers, to set appropriate goals for themselves. The “Memorandum of Understanding” for students attending DSA reinforces our purpose and expectations as a school of choice for the arts.



### *Memorandum of Understanding*

#### **Expectations for the School**

The Arts Program will support and foster a life-long appreciation for Arts that leads to success in rigorous academic secondary schooling and serves as excellent preparation for college. The Durham School of the Arts will provide students with exposure to a variety of curricula while supporting students academically.

#### **Expectations for the Teacher**

Teachers in grades 6-12 will participate in local, regional, and national training in order to effectively incorporate the philosophy, strategies and assessments of a professional learning community, and a multiple intelligence model of learning while addressing the standards, goals, and objectives of the North Carolina Standard Course of Study. Interdisciplinary planning, inquiry, independent research, and exposure to a holistic view of knowledge will further enhance the student's educational experience.

#### **Expectations for the Student/Family**

Students of Durham School of the Arts are expected to demonstrate conscientious effort by regularly completing assignments and by participating constructively in lessons, activities, etc. Students must demonstrate a strong commitment to learning, be self-motivated, and have a desire to excel. Students should also be curious, independent thinkers, able writers and have an interest in Arts. Families must actively support each student's participation in our Arts courses by encouraging students to attend performances.

#### **Designated Arts Requirements**

- Students entering Durham School of the Arts must express an interest in an artistic venue and be assigned to DSA by the district's lottery process.
- Students at Durham School of the Arts must be willing to work on assigned projects, performances and classroom expectations in addition to regular homework and class work and must maintain adequate progress.
- All rising 9<sup>th</sup> graders must prepare for and attend an audition / presentation for placement in their high school arts pathway concentration.
- Students in grades 9-12 must choose at least one Arts pathway concentration, take at least one course in that pathway concentration each year of High School, and progress towards a complete course in at least one arts pathway concentration by their senior year in order to meet graduation requirements.

**ACCOUNTABILITY: For any student who does not meet these expectations, it may take more than four years of enrollment in High School to graduate from Durham School of the Arts.**

#### **Special Note for All Students:**

We will do everything we can to accommodate your chosen courses and electives. However, due to final budget approval and possible scheduling conflicts, we may need to modify or eliminate some courses we had hoped to be able to offer. Therefore, we may not be able to place you in all of your top choices so it is important to **prioritize your choices on your registration sheet**. If we are able to accommodate all of your classes, you will not be able to change/drop those classes. We will schedule a date(s) in early August for conflict resolutions—You may ask for changes only if: 1) you were placed in a course you have successfully completed 2) you gave alternatives and were placed in a different course. Staffing and funding decisions are based on your choices, so please **choose carefully and thoughtfully**. Every student must take 7 classes a day unless you are a senior with an approved internship. **Every student must take at least one arts course in their specified pathway concentration each year and complete at least one arts pathway concentration during your high school career.**

## DURHAM SCHOOL OF THE ARTS STUDIO CLASS DESCRIPTIONS

DSA designs arts studios to accommodate more than one year of growth. Progression from level to level is determined by teacher recommendation and is based on demonstration of skills, readiness for more challenging curriculum, and ability to work independently. Most studio classes are multi-grade, allowing students to work together on the basis of shared interests and skills. Arts students at all levels will have opportunities to perform or exhibit their work.

### VISUAL ART STUDIOS

*Visual Arts students should take both 2D and 3D courses as an integral part of their arts education. Arts courses emphasize a balance of craftsmanship, concept, and creativity. Assessment will consider participation, effort, and an evaluation of the student's work products and progress. Each course includes an art history component and will require students to write and to talk about their ideas articulately. \$20 supplies fee required.*

Course Name	Level	Prerequisites	Grade	Course Description
<b>Visual Arts Survey</b> <b>54612X0YAS</b>	Beg	None / There is a supply fee of \$20.00 for this class.	11-12	Use a variety of 2D & 3D media: pencil, watercolor, printing, wire, paper mache, clay. Designed for students wanting to "test the art waters" or take an art course while concentrating on another art concentration.
<b>Media and Design II</b> <b>54612X0YM2</b>	Beg	None / There is a supply fee of \$20.00 for this class.	9-10	Develop 2D and 3D design skills using a variety of media such as pencil, pen, paint, clay, wire, wood. While primarily a hands-on course, there is an art history component that explores how artists have made works in other time periods. Visual Arts Concentration starter course.
<b>Beginning 2D</b> <b>54612X0YB2</b>	Beg	Media and Design II (a grade of C or higher) / There is a supply fee of \$20.00 for this class.	9-12	Develop your drawing skills and sharpen your power of observation. You will learn linear perspective and create compositions using a variety of media.
<b>Beginning 3D</b> <b>54612X0YB3</b>	Beg	Media and Design II (a grade of C or higher) / There is a supply fee of \$20.00 for this class.	9-12	Using clay and other 3D media, explore hand-building skills for sculptural expression and functional application.
<b>Intermediate 2D</b> <b>54622X0YI2</b>	Int	Beginning 2D (a grade of C or higher) / There is a supply fee of \$20.00 for this class.	10-12	Develop personal style and work on building skills and drawing technique, concepts, and composition. There is also a focus on drawing the human figure.
<b>Intermediate 3D</b> <b>54622X0YI3</b>	Int	Beginning 3D (a grade of C or higher) / There is a supply fee of \$20.00 for this class.	10-12	Learn to use a potter's wheel and refine hand-building techniques for functional and sculptural works. Emphasis on concept development through sketching and model building.
<b>Advanced 2D Honors</b> <b>54635X0YA2</b>	Adv	Teacher recommendation and Int. 2D (a grade of C or higher) / There is a supply fee of \$20.00 for this class.	11-12	Develop a portfolio of work as you learn to effectively use color and composition principles with watercolor, acrylic, pastels, and other dry and wet media. Experimental work will be a large part of the class. Homework is a weekly requirement.

<b>Advanced 3D Honors</b> <i>5A635X0YA3</i>	Adv	Teacher recommendation and Int. 3D (a grade of C or higher) / There is a supply fee of \$20.00 for this class.	11-12	Develop a portfolio of work as you learn to effectively communicate ideas through the additive processes and composition principles. Along with continued use of materials such as clay, wire, paper, cardboard, and other materials; emphasis will be place on woodshop skills and techniques.
<b>Portfolio Development Honors</b> <i>5A175X0YPD</i>	Adv	Teacher recommendation / Adv2D or Adv3D (a grade of B or higher) and student proposal required. / There is a supply fee of \$20.00 for this class.	12	Create a portfolio that represents your work as an emerging artist. You will document your senior course work and formally present it to both school and post-secondary Arts representatives. Seniors will also present their work at DSA's Senior Thesis Exhibition. An emphasis will be placed on student-directed projects. This is an honors level course. This course will align with the AP curriculum but without submission of the final portfolio. A summer assignment will be required.
<b>AP 2D Studio</b> <i>5A027X0Y</i>	Adv	Placement assessment Adv2D (a grade of B or higher) and teacher recommendation./ There is a supply fee of \$20.00 for this class.	11-12	This course will follow the AP curriculum that includes three categories: breadth, quality and concentration. All projects are designed to provide a college-level experience. All students will be required to assemble and submit their portfolio as the "exam." Work outside of class time will be required, including a summer assignment.
<b>AP 3D Studio</b> <i>5A037X0Y</i>	Adv	Placement assessment, Adv3D (a grade of B or higher) and teacher recommendation. There is a supply fee of \$20.00 for this class.	11-12	This course will follow the AP curriculum that includes three categories: breadth, quality and concentration. All projects are designed to provide a college-level experience. All students will be required to assemble and submit a portfolio as the "exam." Work outside of class time will be required, including a summer assignment.
<b>AP Studio Art/Drawing</b> <i>5A047X0Y</i>	Adv	Teacher recommendation required.	12	Students in this class will pursue drawing, painting, printmaking and other art processes to develop 24-29 works of art which demonstrate strong emphasis on markmaking, strength of drawing from life, developing line quality, value range, and compositions which stress drawing abilities as their consistent underlying structure. An on-going investigation of varied media (breadth), a focus during the second semester on a concentration important to each student, and quality work are included and required for a May submission for judging through AP College Board. The rigorous standards require students to work throughout the entire 2 period class. Summer assignment required.
<b>AP Art History</b> <i>5A007X0Y</i>	Adv		11-12	Students receive an elective credit upon completion of the class. This is an intensive year-long course in which the student can receive college credit at participating universities. AP Art History offers a chronological survey of Western art from the dawn of civilization to the present time. Non-Western art will also be covered. The course gives emphasis on the unique position and role played by the artist and the work of art, its context, and the critic. Special attention is given to our interpretation of a work of art based upon its intended use, audience, and role in a particular society. As a survey course, the material is approached as an introduction to the discipline. Two goals of the course are to encourage the student to pursue further study in college as well as become versed in the visual language of art. Summer assignment is required.

## PHOTOGRAPHY STUDIOS

*A foundation in the basic skills and concepts of visual arts (Media & Design) is required to begin the Photography sequence.  
There is a supply fee of \$50.00 in this class.*

Course Name	Level	Prerequisites	Grade	Course Description
<b>Photo I</b> <b>54612X0YP1</b>	Beg	Media & Design II (a grade of C or higher)	9-12	Using Point and Shoot digital cameras students will concentrate on learning design and composition for a semester. Once basic mastery of these principles is established, the students will move on to using digital SLR's to exercise further image control over their assignments. As they work, students will also learn about PhotoShop using guided lessons to help them manipulate their images effectively.
<b>Photo II</b> <b>54622X0YP2</b>	Int	Photo I (a grade of C or higher)	10-12	Students will use digital cameras and studio lighting to make more interpretive images that tell stories. With Photo Illustration as their goal, students will also have the opportunity to write their own assignments to customize the curriculum to their interests.
<b>Photo III Honors</b> <b>54645X0P4</b>	Adv	Photo II (a grade of C or higher), and teacher rec.	11-12	This honors level course is intended for students who want to major or minor in photography in college. It is an intensive year of photography assignments designed to explore storytelling and practical issues associated with presenting photography. Students will focus on portfolio building, cut mats and study photographic history.
<b>Photo IV AP</b> <b>5A027X0Y</b> <i>(same course code as AP 2D)</i>	Adv	Photo III (a grade of B or higher) and teacher rec	11-12	This course gives students the freedom to design their own assignments. Based on a portfolio revue young photographers plumb their strengths and weaknesses to discover what they truly need to focus on to make their collection of work its very best. Assignments range from creating color that can only be seen by the camera to working in 3-D with translucent images. Students must prepare to submit a proposal that includes a brief biography, their short and long term goals for the year and a list of 18, well considered, assignment ideas.

**\*AP Studio Art can be selected by students with teacher approval and audition. Students interested in pursuing this option should work with their teachers during the registration process.**

## BAND STUDIOS

*Students must provide their own instruments and/or equipment. For assistance in acquiring an instrument, contact one of the directors. Students new to the program should plan to attend an information session; check the DSA monthly calendar on the website for the date and time Band students are required to practice and are strongly encouraged to take private lessons.*

Course Name	Level	Prerequisites	Grade	Course Description
<b>Beginning Band</b> <b>52552X0YBB</b>	Beg	None	9-12	Beginning Band is designed for first year band students regardless of grade. The class is comprised of mostly sixth and seventh grade students who wish to begin their band experience and students who wish to learn a second instrument. The focus of this class is to develop basic music literacy, technical skills, and care and maintenance of woodwind and brass instruments. Students who take this class are required to practice and are strongly encouraged to take private lessons. Let one of the band directors know which instrument you wish to study (Flute, Clarinet, Cornet/Trumpet, or Trombone) or if you are not certain which instrument you wish to play, contact one of our band directors for assistance in selecting the best instrument for you.
<b>Beginning Percussion</b> <b>52552X0YBP</b>	Beg	Successful completion of sixth grade music class and be able to demonstrate basic music literacy. Student Must complete that audition process.	9	This second year band class is focused on introducing fundamental skills on a variety of percussion instruments, in addition to percussion terminology, notation and rhythmic perception training. Students who take this class are required to practice and are strongly encouraged to take private lessons. You must have a band director recommendation on your registration form along with the course number.
<b>Cadet Band</b> <b>52552X0YIB</b>	Int	Successful completion of Beginning Band and recommendation	9-12	This class designed to advance students from beginning band classes. Cadet band expands the technical and ensemble skills, including extended range, major scales, more complex rhythmic content and

		of the currently music teacher and complete the audition process.		expanded concert repertoire. Students who take this class are required to practice and are strongly encouraged to take private lessons.
<b>Concert Band</b> <i>52552X0YCB</i>	Int	Successful completion of Cadet Band or Middle School Wind Ensemble; recommendation of current music teacher and complete the audition process.	9-12	This class is designed to advance students from beginning band classes and Level Two Band expanding technical and ensemble skills including extended range major scales, more complex rhythmic content and expanded concert repertoire. Students who take this class are required to practice and are strongly encouraged to take private lessons.
<b>Symphonic Band</b> <i>52552X0YSB</i>	Int	A minimum of three year's successful participation in band and meets audition requirements	9-12	The Symphonic Band is designed for intermediate/advanced level band students. The focus of the class is to further develop technical and musical skills in regard to tone quality, sight-reading skills, scale development and more complex rhythms. Students who take this class are required to practice and are strongly encouraged to take private lessons. This class explores a variety of band repertoire and gives four to five concerts a year.
<b>Symphonic Band Honors</b> <i>52575X0YSB</i>	Prof	Student Audition and teacher recommendation.	9-12	The Symphonic Band is designed for proficient level band students. The focus of the class is to further develop technical and musical skills in regard to tone quality, sight-reading skills, scale development and more complex rhythms. Students who take class are required to practice and are strongly encouraged to take private lessons. This class explores a variety of band repertoire and gives four to five concerts a year. This class receives honors credit. Honors credit assignments are above and beyond regular classroom assignments. Students who wish to take symphonic band honors must be able to work on their own to complete the extra assignments. Honors requirements will be presented in the course syllabus.
<b>Wind Ensemble Honors</b> <i>52585X0YWE</i>	Adv	Student Audition and teacher recommendation.	9-12	The instrumental music program at the honors level is intended to provide an engaging means of musical, emotional, personal, and social expression. Through the study and analysis of music history, vocabulary, and symbols, this advanced level course exposes students to various musical styles, periods, and cultures and their respective composers. Students in this course have extra requirements on top of their normal Wind Ensemble course expectations. Students at this level will attend eight concerts, write 4 critiques of those concerts, compose an original 16 bar composition, arrange 16 bars of a solo, produce two written reports, perform major and minor scales, perform grade IV - VI music literature, perform a solo in a public venue and provide other services to the band program. These extra requirements are done on a time-line each quarter. Honors-level Wind Ensemble students should ultimately develop their skills and knowledge base so as to become not only musicians, but also independent learners in their own right. They are also required to audition for All District Band and participate at the District Solo and Ensemble Festival.
<b>Jazz Stage Band</b> <i>52562X0JS</i>	Int	Successful completion of at least two years music instruction, enrollment in a large concert ensemble for the school year and meet the audition requirements.	9-12	This class is recommended for students that have two or more years of successful participation in band or guitar class. It is not intended to replace participation in a concert band or guitar class, but should supplement those studies for the music student that is interested in this art form. This class introduces students to idiomatically unique aspects of jazz including blues scale form and swing articulation.
<b>Jazz Artistry Workshop Honors</b> <i>52585X0YJ</i>	Adv	All major scales memorized and teacher recommendation. We strongly recommend that students considering this class have at least two years of experience in Jazz Stage Band and complete the audition process.	10-12	Jazz is America's own true indigenous art form. In 1987 the U.S. congress passed a resolution declaring jazz "a rare and valuable national treasure". This course is designed to study jazz music historically and theoretically through analysis and performance.
<b>Advanced</b>	Adv	Teacher	11-12	This course is designated to develop musical skills that will lead to a

<b>Placement Music Theory 5A017X0Y</b>		recommendation, enrollment in a large concert ensemble for the same school year. Application required		thorough understanding of music composition and music theory. Students are prepared for and required to take the AP Music Theory exam at the end of the spring semester. Students planning to major in music at the college level are encouraged to take this course. This class is open to juniors and seniors who are thinking of music as a career choice.
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## CHORAL MUSIC STUDIOS

*High School Chorus students are required to purchase a performance uniform for their after school concerts. The uniform consists of a mandatory gown for women priced at \$70.00-\$75.00 and a mandatory tuxedo priced at \$105.00-\$110.00 for men. Students must provide their own shoes and these shoes must be approved by Mrs. Davis, Mr. Grier and Ms. Sides.*

Course Name	Level	Prerequisites	Grade	Course Description
<b>Concert Chorus 52162X0YCC</b>	Beg	Arts Placement Assessment or Entrance Audition	9-12	Concert Chorus is DSA's entry-level vocal music course. This group is open to all high school men and women, regardless of prior singing experience. This class will teach vocal technique, music theory fundamentals, and explore a variety of choral music repertoire. There will be four evening concerts throughout the year in addition to rehearsals and other events after school on select dates.
<b>Men's Ensemble 52172X0YME</b>	Int	Audition with a DSA chorus teacher / Arts Placement Assessment	10-12	Men's Ensemble is open to male students who have successfully completed an audition and a year in Concert Chorus. This class will continue to build on vocal concepts and music theory, while exploring more complicated and varied repertoire. There will be four evening concerts throughout the year in addition to outside of class events.
<b>Treble Ensemble 52172X0YTE</b>	Int	Audition with a DSA chorus teacher / Arts Placement Assessment	10-12	Treble Ensemble is open to female students who have successfully completed an audition and a year in Concert Chorus. This class will continue to build on vocal concepts and music theory, while exploring more complicated and varied repertoire. There will be four evening concerts throughout the year in addition to outside of class events.
<b>Women's Ensemble Honors 52185X0YCE</b>	Prof	Audition with a DSA chorus teacher / Arts Placement Assessment	10-12	Women's Ensemble is dedicated to the excellence of superb vocal technique and sophisticated musicianship. Students will gain a detailed understanding of the human voice, choral repertoire, music theory and performance art in its relation to diverse experiences. Students in this course will perform in at least four school chorus concerts a year in addition to appearances at numerous community events and functions. Students receiving Honors credit for Women's Ensemble will complete three tiers of additional study that include a more in-depth exploration of music reading and analysis, the participation in advanced performance opportunities outside of the class period, and engagement in community and state-wide arts performances as a critical and thoughtful audience member. Women's Ensemble is open to female students who have successfully completed an audition and a year in Concert Chorus.
<b>Chamber Ensemble Honors 52195X0YCE</b>	Adv	Audition with a DSA chorus teacher / Arts Placement Assessment	10-12	Chamber Ensemble is dedicated to the excellence of superb vocal technique and sophisticated musicianship. Students will gain a detailed understanding of the human voice, choral repertoire, music theory and performance art in its relation to diverse experiences. Students in this course will perform in at least four school chorus concerts a year in addition to appearances at numerous community events and functions. Students receiving Honors credit for Chamber Ensemble will complete three tiers of additional study that include a more in-depth exploration of music reading and analysis, the participation in advanced performance opportunities outside of the class period, and engagement in community and state-wide arts performances as a critical and thoughtful audience member. Chamber Ensemble is open to students who have successfully completed an audition and a year in Concert Chorus.
<i>See Band for AP Music Theory Course</i>				

## GUITAR STUDIOS

*Students must furnish their own classical (nylon string) guitar. Music Book purchases required  
At approximately \$15 to \$20 each. Students are required to practice outside of class.*

Course Name	Level	Prerequisites	Grade	Course Description
<b>Introduction to Guitar 52162X0YIG</b>	Beg	Students are required to purchase textbooks that range from \$12.00 to \$20.00. Students must provide their own guitar. To enroll in this class students must have	9	Learn the basic skills of classical guitar playing: basic chords, note reading, melodic playing, accompaniment playing, finger-style technique, care and maintenance of the instrument. Practice outside of class is required.

		successfully completed a music class and have the ability to read music.		
<b>Guitar Fundamentals</b> <i>52172X0YGF</i>	Int	Must have successfully passed Intro to Guitar. Students are required to purchase textbook that range from \$15.00 to \$20.00. Students must provide their own guitar. See instructor if you have other guitar experience for a recommendation.	9-12	This class is open to students that demonstrate musical ability beyond the intro level. Students will learn the fundamentals of playing guitar as a melodic instrument as well as an accompaniment instrument in an ensemble. Students will mostly work on finger-style technique, but strumming and using a pick will also be introduced.
<b>Guitar Styles</b> <i>52172X0YGS</i>	Int	Must have successfully passed Guitar Fundamentals. Students are required to purchase textbooks that range from \$15.00 to \$20.00. Students must provide their own guitar. If you have not had Guitar Fundamentals see the instructor for a recommendation.	9-12	Expand your guitar repertory and refine your technique to include reading music in the upper positions, more complex rhythms, major and minor scales, and improvisation.
<b>Guitar Ensemble</b> <i>52185X0YGE</i>	Adv	Guitar Styles. : Students must provide their own guitar. Teacher recommendation required	9-12	You will develop a personal portfolio of solos and ensemble pieces as you learn about music of different styles and eras.
<b>Advanced Guitar</b> <i>52185X0YAG</i>	Adv	Teacher Recommendation. Students must provide their own guitar.	9-12	Students will continue to develop and refine personal portfolios of solos and ensemble pieces; students should be committed to performing beyond required school performances.
<b>See Band for AP Music Theory Course</b>				

## PIANO STUDIOS

*Piano students study in DSA's electronic piano lab. Concert Attendance: All High School Piano students are required to attend a certain amount of piano recitals and concerts, and write critiques of them if required. **Please note, students will be responsible for purchasing their own individual piano book for \$12 to \$15 and any individual solo piano literature they wish to keep.***

Course Name	Level	Prerequisites	Grade	Course Description
<b>Piano Lab 1</b> <i>52162X0YPI</i>	Beg	Basic piano skills and ability to read music.	9-12	This course is designed for 9th grade students who have had prior successful musical experience in piano in middle school. The class focuses attention on piano literature, technique and music theory. Focus is placed on more advanced theory: key signatures, circle of fifths,



				<p>triads and seventh chords and inversions, and ear training. Focus is placed on careful, clean pedaling, developing fluency, articulation, sight-reading, balance between melody and harmony and accurate interpretation of expression marks. Students play scales of three octaves in sixteenth notes at mm 90, and four octave arpeggios. Literature by composers such as Kabalevsky, Bartok, Kuhlau, Clementi and others is studied and performed. Artistic interpretation is stressed. Sight-reading level two materials and forty-five minutes daily of outside practice is expected.</p>
<b>Piano Lab 2</b> <b>52172X0YP2</b>	Int	<p>Successful completion of Piano Lab 1;  recommndation of current music teacher and complete the audition process.</p>	9-12	<p>Students work on various pieces by Beethoven, Mozart, Schumann, Scarlatti, Chopin and other masters. At this level all instruction and repertoire are individualized with the teacher helping them select their pieces. They are expected to perform at a public school recital at least once a year. All performances are memorized. Scales and arpeggios are four octaves each. Sight-reading level two materials and forty-five minutes daily of outside practice is expected.</p>
<b>Piano Lab 3</b> <b>52185X0YP3</b>	Prof	<p>Successful completion of Piano Lab 2;  recommndation of current music teacher and complete the audition process.</p>	10-12	<p>Students continue to develop their knowledge of piano literature by learning various sonatas, Chopin preludes, waltzes and mazurkas, works by Beethoven, Mozart, Schumann, Scarlatti and other masters. At this level all instruction and repertoire are individualized, and students have a hand in choosing their pieces. They are expected to perform at a public school recital at least once each semester. All performances are memorized. Scales and arpeggios are four octaves each. Sight-reading level three materials and one hour daily of outside practice is expected.</p>
<b>Piano Lab 4</b> <b>Honors</b> <b>52195X0YP4</b>	Prof	<p>Successful completion of Piano Lab 3;  recommndation of current music teacher and complete the audition process.</p>	10-12	<p>This course is rigorous and requires advanced technical and interpretive skills. Students must play pieces in key signatures containing numerous flats and sharps, complex rhythms, unusual meters, and subtle dynamics. Repertoire represents different styles, cultures and musical periods. They must also be able to play major and minor scales at 100-140 mm and all major, minor, diminished 7th, dominant 7th and augmented arpeggios. They are expected to perform a minimum of two times a semester, and prepare a paper on one or more composers. Students at honors levels three and four may also accompany other instrumentalists or singers, choral ensembles, play in chamber music ensembles, play in the pit orchestra for one of the yearly musicals or play in one of the jazz bands. Sight-reading level four materials and one and a half hours daily of outside practice is expected.</p>
<b>Piano Lab 5</b> <b>Honors</b> <b>52195X0YP5</b>	Adv	<p>Successful completion of Piano Lab 4;  recommndation of current music teacher and complete the audition process.</p>	11-12	<p>This course is rigorous and requires advanced technical and interpretive skills. Students continue to play pieces in key signatures containing numerous flats and sharps, complex rhythms, unusual meters, and subtle dynamics. Repertoire represents different styles, cultures and musical periods. Students learn to play in a number of styles including blues, rock, Broadway, Gospel, rag-time and jazz. The skills that are acquired are playing by ear, “comping”, writing dictation, reading a chord chart, reading a lead sheet, sight-reading popular sheet music and improvising in various styles. Students learn 7th, 9th 11th and 13th chords in all keys, chord inversions, blues, jazz and modal scales. Students at honors level four may also accompany other instrumentalists or singers, choral ensembles, play in chamber music ensembles, play in the</p>

				pit orchestra for one of the yearly musicals or play in one of the jazz bands. These students are also expected to perform a minimum of two times a semester, and prepare a paper on one or more composers. Sight-reading level four materials and one and a half hours daily of outside practice is expected.
<b>Piano Lab 6 Honors</b> <b>52195X0YIS</b>	Adv	Teacher approval only	12	This course is rigorous, requires advanced technical and interpretive skills and is designed for individual musicians who are very self directed and can complete assignments on their own. Students at this advanced level learn a complete recital repertoire involving pieces of great length and difficulty such as Liszt etudes, Barber and Chopin sonatas and full concertos. Most students at this level enter (and often win) local, state and national competitions. Besides performing a recital, these students perform often at DSA (minimum of twice a semester) and also for outside concert venues. Students at this level may also accompany other instrumentalists or singers, choral ensembles, play in chamber music ensembles, play in the pit orchestra for one of the yearly musicals or play in one of the jazz bands. Sight-reading level five materials and two hours daily of outside practice is expected.

*See Band for AP Music Theory Course*

## STRING STUDIOS

*Students must provide their own instrument. For assistance in acquiring an instrument, please contact the strings director at [Boyd.Gibson@dpsnc.net](mailto:Boyd.Gibson@dpsnc.net) or call 560-3926, ext23435. DSA loans a limited number of instruments on the basis of financial need.*

<b>Course Name</b>	<b>Level</b>	<b>Prerequisite</b>	<b>Grade</b>	<b>Course Description</b>
<b>String Fundamentals</b> <b>52162X0YSF</b>	Beg	None	9-12	Learn the basics of string playing including proper posture, finger patterns, bowing, good sound production, note reading, and rhythm.
<b>String Technique &amp; Repertory</b> <b>52162X0YST</b>	Beg	Teacher recommendation	9-12	Learn a variety of music literature, study music theory, and develop your skills with bowing, shifting, and vibrato.
<b>String Orchestra</b> <b>52172X0YSO</b>	Int	Audition and Teacher recommendation	9-12	This ensemble class will work on a variety of music literature from baroque to modern. Students will have extensive performing opportunities.
<b>Honors String Orchestra</b> <b>52185X0YSO</b>	Prof	Audition and Teacher recommendation	11-12	Students must be enrolled in String Orchestra to participate in Honors String Orchestra III/IV. In addition to the regular class requirements, students may be required to log additional practice time outside of class, complete auditions for local and state level competitions, perform additional solo literature, perform on DSA quarterly recitals, observe and critique professional live performances, and research and report on composers and compositions.
<b>Honors Chamber Orchestra</b> <b>52425X0YCO</b>	Adv	Audition and Teacher recommendation	9-12	This ensemble class is designed for the string student that has mastered standard technique and has acquired reading and playing skills that enable him or her to practice to a large extent on their own and will come to class prepared to rehearse the music for a highly polished performance.

*See Band for AP Music Theory Course*

## DANCE STUDIOS

*Modern dance is the primary focus of DSA's dance program. Students take daily studio classes that include technique, composition, improvisation, performance, dance history, dance criticism, and functional anatomy. Dance concerts throughout the year give students opportunities to perform both faculty and student choreography. After 6<sup>th</sup> grade, all students are placed by faculty recommendation to maximize their physical and artistic development. Students are advanced within the program when they have mastered skills outlined in the NC Essential Standards, thereby demonstrating potential to work successfully at the next level. **The goal of DSA Dance is to foster each student's creativity and to provide opportunities for all students to develop advanced technical skills in modern dance. Appropriate dancewear is required daily in all classes. Students will dance in bare feet. Students in all dance classes are required to perform at least once a semester in evening concerts. All black dancewear is required for these performances. Students in Collective and Company will be required to purchase a leotard for approximately \$25.***

Course Name	Level	Prerequisite	Grade	Course Description
<b>Modern Dance Fundamentals</b> <i>51252X0YDF</i>	Beg	Teacher recommendation	8-10	Students will use appropriate behaviors and etiquette while observing, creating and performing dance. Students will work collaboratively to generate abstracted movement and create short dance sequences. Students will use whole body movements, strength, flexibility, endurance and proper alignment to execute technical skills. Students will explain elements of movement and choreographic structures and identify how other arts disciplines are integrated into dance creation and performance.
<b>Advanced Modern Dance Fundamentals</b> <i>51252X0YAD</i>	Beg-Int	Teacher recommendation	8-12	Students will use appropriate behaviors and etiquette in class and begin to integrate the use of clarity, concentration, focus and projection into their daily practice. Students will work collaboratively and individually to create dances that use simple choreographic forms and musical forms for organizational structure. Students will execute technical skills with a greater attention to the elements of time, space, weight and flow. Students will explain the elements of dance and choreographic forms in a variety of significant dances. Students will use dance to explore concepts in other disciplines.
<b>Modern Dance Ensemble</b> <i>51262X0YDE</i>	Int	Teacher recommendation	9-12	Students will consistently use appropriate behaviors and etiquette as dancers, performers, choreographers and observers. Students will use performance values of clarity, concentration, focus and projection while dancing. Students will create dances that use a variety of forms and generate aesthetic criteria for evaluating dance. Students will use anatomical concepts to improve their technical skills and compare movement qualities. Students will explain choreographers' visions and intent in the creative process.
<b>Dance Collective</b> <i>51262X0YD</i>	Int/Proficient	Audition, Teacher recommendation	9-12	Students will consistently use and distinguish appropriate behaviors and etiquette for self and others in a variety of dance roles. Students will use and monitor performance values of clarity, concentration focus and projection while dancing. Students will create dances that use a variety of forms and generate aesthetic criteria for evaluating dance. Students will understand how body organization and articulation of movement supports the development of dance technique. Students will explain choreographers' visions and intent in the creative process.
<b>Honors Dance Collective</b> <i>51275X0YDC</i>	Proficient -Honors credit	Audition, Application, Teacher recommendation	9-12	Students will distinguish appropriate behaviors and etiquette for self and others in a variety of dance roles. Students will use a defined creative process to plan, create, revise and present dance. Students will monitor the use of performance values while dancing alone and with others. Students will understand how body organization and articulation of movement supports the development of dance technique. Students will analyze how major movement ideas, elements and structures are developed to create meaning. Students will understand the role of dance in history and interpret a variety of dances.
<b>Honors Dance Company</b> <i>51285X0YCD</i>	Adv -Honors credit	Audition, Application, Teacher recommendation	10-12	Students will monitor appropriate behaviors and etiquette at all times to maintain a productive and supportive environment. Students will create dances using appropriate movement choices and structures to fulfill choreographic intent and meet aesthetic criteria. Students will generate innovative solutions to movement problems in their own choreography and the choreography of others. Students will use dynamic alignment, articulation and aesthetic criteria to refine technical skills. Students will critique dance in terms of multiple aesthetic and cultural criteria. Students will differentiate the dance styles of significant 20 <sup>th</sup> and 21 <sup>st</sup> century choreographers. Students will identify skills and qualities leading to success in the dance field and use these skills to develop a personal portfolio.
<b>Issues in Contemporary</b>	Adv	Student proposal,	12	Students will work independently on identified areas of interest in dance history and theory, cultural perspectives, technology for dance, and/or

<b>Dance</b> <i>51252X0YCD</i>		Teacher recommendation		compositional tools. This class is designed to be both movement and research based. Students will build digital portfolios that may include choreography, dance for the camera, original sound scores and site-specific projects, to name a few.
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## THEATRE STUDIOS

*Students pursuing a theatre pathway are expected to be involved in school productions, both as audience members and as behind/ in front of the scenes participants.*

Course Name	Level	Prerequisite	Grade	Course Description
<b>Theatre Fundamentals</b> <i>53612X0YTF</i>	Beg	Audition Placement/Arts Assessment. There is a \$15.00 materials fee for this course.	12	<b>(Theater Pathway Starter Course)</b> An exploratory class in performance and technical theatre for students who are beginning a theatre concentration or interested in all aspects of theatre arts. Students will read plays and perform as well as explore working behind-the-scenes, such as set design and consuming required to bring a play from the page to the stage.
<b>Theatre Ensemble</b> <i>53612X0YTE</i>	Beg	Audition Placement/Arts Assessment. Students	9-12	This beginning high school class is designed for students who are pursuing a concentration in theatre performance. Through closer examination of how actors prepare and perform, students will develop further skills in voice and diction, character development, script analysis, and independent play reading.
<b>Acting in Comedies</b> <i>53622X0YAC</i>	Int	Theatre Ensemble / Teacher Recommendation	10-12	In this intermediate acting class, students learn acting skills focused on quick thinking, timing, and teamwork. They study and perform on a variety of plays and scripts from stage and screen. Students are expected to participate in main stage auditions and produce class shows of improvised, scripted, and new work. Students will maintain a portfolio of their work and related activities.
<b>Theatre Studio I</b> <i>53622X0YTS</i>	Int	Theatre Ensemble / Teacher Recommendation	10-12	In this course, students explore their continued development as actors, directors, and playwrights. Students who enroll in the class demonstrate commitment and excellence to the DSA theatre program and seek to grow as an artist and as a person. Topics include monologue and scene performance, specialty workshops, college information and auditions. Students are expected to collaborate with their classmates in ambitious, student-selected performances and participate in mainstage auditions and class performances at DSA. Students will maintain a portfolio of their work and related activities.
<b>Theatre Studio II Honors</b> <i>53635X0YS2</i>	Adv	Acting in Comedies or High School Theatre Studio I or II; Audition	11-12	This audition-only course is designed with the most dedicated of theatre artists in mind. Students who wish to pursue professional study in acting, directing, and playwriting as well as those seeking the utmost challenge as performers and individuals are challenged to take a leadership role within High School Theatre Studio. Students are expected to participate in main stage auditions and to develop a professional quality audition repertoire. Students will maintain a portfolio of their work and related activities.

***TECHNICAL THEATRE STUDIOS*** design and build sets, create a lighting plot, and operate lighting and sound equipment

Course Name	Level	Prerequisite	Grade	Course Description
<b>Theatre Fundamentals</b> <i>53612X0YTF</i>	Beg	Audition Placement/Arts Assessment. There is a \$15.00 materials fee for this course.	12	<b>(Theater Pathway Starter Course)</b> An exploratory class in performance and technical theatre for students who are beginning a theatre concentration or interested in all aspects of theatre arts. Students will read plays and perform as well as explore working behind-the-scenes, such as set design and consuming required to bring a play from the page to the stage.
<b>Introduction to Technical Theatre I</b> <i>53612X0YIT</i>	Beg	Theatre Fundamentals / Safety, dress code, out of class crew requirements. Students will be required to provide work gloves, safety glasses, and a 25' measuring tape.	9-12	Introduces theatre students to the production of theatre: stage safety, stages and rigging, lighting, costume, sound, makeup, publicity, productions staff, and crews. The work is a lab learning experience and all of the work is hands-on. Students apply practical knowledge by participating as a design assistant and/or crew member for mainstage and class performances at DSA.
<b>Theatrical Design &amp; Production I</b>	Prof	Intro to Technical Theatre I / Safety, dress code, out of class crew	10-12	An advanced course for those theatre students who wish to continue study of production and take on the added responsibility of serving as designers and crew chiefs for main stage and class performances at

53635X0YTD		requirements. Students will be required to provide work gloves, safety glasses, and a 25' measuring tape.		DSA. This class requires independent work in and outside the classroom in order to execute designs and create a professional portfolio of work.
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## CAREER AND TECHNICAL EDUCATION DIGITAL ARTS STUDIOS

*Students work with industry standard equipment and software in our classes. While they are not required to have access to this software outside of school, it is often very helpful for them to have access to a basic computer with Internet access.*

**Special Note:** All students in Digital Arts Studios must have 4 eligible CTE credits including a completer. Students who are NOT Digital Arts Studios concentrators may choose to take any course as an elective but must meet the course prerequisites.

Course Name	Level	Prerequisites	Grade	Course Description
<b>Multimedia &amp; Webpage Design</b> <i>BD102X0Y</i>	Beg	Assessment required for concentrators	9-12	This introductory course focuses on desktop publishing, graphic design, computer animation, audio/video production, and webpage design. Communication skills and critical thinking are reinforced through software applications and -project based learning strategies.
<b>Digital Media</b> <i>IA312X0Y</i>	Int	Multimedia & Webpage Design	10-12	This intermediate digital art course is for students interested in pursuing a career in digital media production. Students will learn video, audio, graphic design, animation and web design using industry standard software.
<b>Advanced Digital Media</b> <i>IA322X0Y</i>	Prof	Digital Media	11-12	This advanced digital art course is a continuation of the skills learned in Digital Media. Students will learn advanced skills in video, audio, graphic design, animation and web design.
<b>Scientific Visualization (Game Design Fundamentals)</b> <i>TS212X0Y</i>	Beg	Assessment required for concentrators	9 -12	This introductory course focuses on learning the tools and techniques of 2D and 3D digital graphics and animation. Students will use industry standard software as they become proficient in these areas.
<b>Game Art and Design</b> <i>TS312X0Y</i>	Int	Scientific Visualization (Game Design Fundamentals)	10-12	This intermediate course focuses on the tools and techniques familiar to individuals employed in the game industry. Students learn about game theory and create both physical games (card and board), and 2D video games along with all associated game assets.
<b>Advanced Game Design</b> <i>TS322X0YG2</i>	Prof	Game Art and Design  Note: Students are required to purchase a book	11-12	This advanced course builds upon the student's understanding of game theory. Students examine careers in the game industry, audio/video techniques, advanced 3D modeling and learn the basics of creating 3D video games. Students build a digital portfolio to showcase their game designs during attendance at the East Coast Game Conference.
<b>CTE Advanced Study</b> <i>CS952X0Y</i>	Adv	Completion of 3 CTE studio classes & teacher recommendation	12	This advanced studio course allows the student to delve deeper into one aspect from their previous digital arts courses. Students explore a topic independently, culminating in a finished product related to their studio area.

## WRITING

Course Name	Level	Prerequisites	Grade	Course Description
<b>Creative Writing I</b> <i>10252X0WL</i>	Beg	This is starter course for the Writing Pathway. Application approval by instructor. Non-pathway students must have at least an 80 average in previous year's English/Language Arts class.	9-12	Find your own literary voice! In this class, students will develop skills for writing in a variety of genres such as memoir, short story, poetry, storytelling, playwriting, and creative non-fiction. Revision is a major component of the writing process; students must be willing to revise their work.
<b>Creative Writing</b>	Adv	Application approval by instructor AND	10-12	Develop your literary voice. In this class, students will

<b>II</b> <b>10252X0YW2</b>		successful completion of Creative Writing I.		continue to develop writing skills for writing in a variety of genres such as memoir, short story, poetry, storytelling, playwriting, and creative non-fiction. Revision is a major component of the writing process; all students must be willing to share and revise their work. An ability to work independently and a willingness to submit work to writing contests is also required.
<b>Honors Creative Writing III</b> <b>10255X0YW3</b> & <b>Honors Creative Writing IV</b> <b>10255X0YW4</b>	Adv	Application approval by instructor AND successful completion of Creative Writing II.	11-12	Students will build on an already existing body of work, focusing on craft and technique. Students will work to develop their own long-term writing projects, so the ability to work independently is a must. All students must be willing to share and revise their work. Students in this course must complete a summer assignment. Graduating seniors in the Writing Pathway must fulfill a completer requirement.
<b>Yearbook Journalism</b> <b>10312X0YJY</b>	1-Beg 2-Int 3-Adv	Teacher approval of application. Must have at least an C average in previous year's English/Language Arts class.	9-12	Students work to create a historical document depicting the current year at DSA. Classwork involves interviewing, writing, editing, photography, graphic design and layout. Students will be expected to spend time working outside of class to complete assignments, as well as working on ad sales and marketing. To register for this course, you must submit a Yearbook Application to Mr. Green for his approval, including a recommendation from your current English/Language Arts teacher.
<b>Yearbook Journalism Honors</b> <b>10325X0YY4</b>	3-Adv	Must have taken and passed Yearbook Journalism in previous year. Teacher approval of application.	9-12	Students work to create a historical document depicting the current year at DSA. Classwork involves interviewing, writing, editing, photography, graphic design and layout. Students will be expected to spend time working outside of class to complete assignments, as well as working on ad sales and marketing. Honors students are required to take a leadership position in the class.
<b>Newspaper Journalism</b> <b>10312X0YNJ</b>	1-Beg 2-Int 3-Adv	Teacher approval of application. Must have at least an C average in previous year's English/Language Arts class.	9-12	Students who wish to join the newsmagazine, The Gallery, must enjoy writing, interviewing, and investigating issues relevant to DSA students. Some knowledge of desktop publishing and layout is needed. Students will publish features, editorials, reviews, photos and illustrations. To register for this course, you must submit a Newspaper application form to Ms. McLeod for her signature & approval.
<b>Newspaper Journalism Honors</b> <b>10325X0YNJ</b>	Adv	Teacher approval of application. Must have at least an C average in previous year's English/Language Arts class.	11-12	Students who wish to join the newsmagazine, The Gallery, must enjoy writing, interviewing, and investigating issues relevant to DSA students. Some knowledge of desktop publishing and layout is needed. Students will publish features, editorials, reviews, photos and illustrations. Students in this course must be willing to take on leadership roles in the development of the newsmagazine.

## FOREIGN LANGUAGES

*To graduate with the College/ University Prep Diploma, two years in the same language for **High School credit** are required.*

Course Name	Level	Prerequisites	Grade	Course Description
<b>Spanish I</b> <b>11412X0Y</b>	Beg	Rising 9 <sup>th</sup> grade : B+ or higher in Language Arts Rising 10 <sup>th</sup> – 12 <sup>th</sup> grades: B or higher in Language Arts		Students learn basic vocabulary, grammar, and pronunciation. The Foreign Language department recommends students entering these courses have strong reading and writing skills. Daily study is a must.
<b>French I</b> <b>11012X0Y</b>	Beg	Rising 9 <sup>th</sup> grade : B+ or higher in Language Arts Rising 10 <sup>th</sup> – 12 <sup>th</sup> grades: B or higher in Language Arts		
<b>Spanish for Native Speakers I</b> <b>11492X0Y</b>	Int	Oral proficiency in Spanish whether student is a native or heritage speaker.	9-12	This course is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and

				enhance proficiency in Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences including the family, school, and the immediate community. The course will allow students to explore the cultures of the Hispanic world including their own and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.
<b>Hn Spanish for Native Speakers II</b> <i>11505X0Y</i>	Prof	Spanish for Native Speakers I – Must have at least a “B” in their level I course	9-12	This course is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences including the family, school, and the immediate community. The course will allow students to explore the cultures of the Hispanic world including their own and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired. Successful completion of English I is required.
<b>Spanish II</b> <i>11422X0Y</i>	Int	French or Spanish I	9-12	Continues the work begun in Level I, with further emphasis on speaking, reading, and writing as well as extensive study of verb conjugations and grammar.
<b>French II</b> <i>11022X0Y</i>		*rising 9 <sup>th</sup> : repeat level I for HS credit if earning < B		
<b>Hn Spanish III</b> <i>11435X0Y</i>	Adv	Completed Spanish II with a B or higher / teacher recommendation	10-12	Continues Level II work on a more rigorous level with an emphasis on written and spoken language.
<b>Hn French III</b> <i>11035X0Y</i>		Completed French II with a B or higher / teacher recommendation	10-12	
<b>Hn Spanish IV</b> <i>11445X0Y</i>	Adv	Completed French or Spanish III with a B or higher / teacher recommendation	11-12	Become fluent with speaking, reading, and writing through literature and in-depth projects.
<b>Hn French IV</b> <i>11045X0Y</i>				
<b>AP Spanish Language V</b> <i>1A087X0Y</i>	AP	French or Spanish IV; teacher rec	12	This college level course is intended for students who wish to develop proficiency in all four language skills: listening, speaking, reading, and writing.
<b>AP French Language V</b> <i>1A037X0Y</i>				
<b>AP Spanish Lit VI</b> <i>1A097X0Y</i>	AP	Spanish V; teacher rec	12	Students study a variety of literary genres from different eras. They prepare literary analyses of works in both oral and written form.

## PHYSICAL EDUCATION/HEALTHFUL LIVING

Course Name	Level	Prerequisites	Grade	Course Description
<b>Health/ P E</b> <i>60492X0</i>	Beg	None <b>Uniform required</b>	9-12	This course combines the high school health and physical education curricula. It is <b>required for graduation</b> .

<b>Honors Healthful Living 60495X0YHL</b>	Int	High School Healthful Living with a grade of B or higher for the year.	10-12	Honors Healthful Living combines honors-rigor instruction in topics related to health and fitness interspersed with units of PE instruction in student-selected areas of concentration. The areas of concentration may include lifetime sports; outdoor education; dance; aerobics or personal fitness; strength and conditioning; or other fitness activities. The course reinforces prior knowledge and skills acquired during High School Healthful Living and expands opportunities to increase an individual's fitness and wellness to promote overall health literacy.
<b>Strength &amp; Conditioning 60392X0SC</b>	Beg	High School Healthful Living with a grade of C or higher for the year.	10-12	Emphasis is on all forms of weight training and conditioning involving strength and endurance. Instruction is provided on the proper techniques for stretching, warm-up and cool-down. Other forms of fitness training are employed, such as jogging, step aerobics, timed sprinting, plyometrics and rope jumping, to help develop the overall athlete. Evaluation is by written exam, strength gain, class participation and teacher observation.

## ACADEMIC ALTERNATIVES and SUPPORT

Course Name	Prerequisites	Grade	Course Description
<b>Remediation and Support:</b> Students may be assigned into a remediation/ support class based on academic performance in classes and on state tests. Such classes will replace an elective choice.			
<b>ESL</b>	Students may be assigned into an ESL class based on academic performance in classes and on state tests. Such classes may consist of English inclusion or sheltered English, or may replace an elective choice.		
<b><u>Independent Study</u></b> Fine Arts English Math Science History	Adv Proposal and permission from the instructor and approval by DSA's Department Chair Committee and Principal	12	<b>If you have successfully completed the most advanced course DSA offers in an arts or academic area, you may request an Independent Study.</b> Based on your proposal and your readiness for independent study, you <u>may</u> be approved for this course.  You must attach a completed Independent Study Contract, including the signature of the sponsoring teacher, to your registration form to be considered. Your proposal will be provided to Faculty Council for approval. Independent study courses are <u>not</u> weighted.
<b>Film 10252X0YF</b>	Application approval required; see Mr. Cross for details prior to registration deadlines.	12	Analyze classic films; create your own short videos; learn basic composition, lighting, and computer-based editing.
<b>Media Assistants 6102X0M</b>	Application approval from the Media Coordinator	9 - 12	Students are expected to master the competencies outlined in the curriculum standards approved by the State Board of Education for the Student Library Media Assistants Program. Among other skills, students will demonstrate a working knowledge of the media center's organization and collections, will learn to select and use materials and equipment for specific purposes, will design and/or produce instructional materials, and will demonstrate an understanding of computers, digital media and other innovative technologies and their application to solving relevant problems. Students provide support for users of the media center and its technologies.

*Durham Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs, activities, or hiring.*