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# Introduction

This Curriculum Guide is a description of the Jackson Hole Community School’s course offerings and requirements for grades 9-12. Our course offerings will continue to evolve and our capability to offer more electives will grow with each year. It should also be noted that courses in the curriculum guide may change from year to year. Not all courses presented in this guide will be offered every year. The Jackson Hole Community School (JHCS) reserves the right to cancel a course when the number of students registered is less than seven.

As stated in the school mission statement, we offer a rigorous academic curriculum with a required community service component. Courses are planned sequentially to best meet the needs of the students as they progress through their high school career.

## Course Requirements

### Grades 9 -12:

Twenty-one credits (21) are required to graduate with sixteen required credits and five elective credits. One credit is awarded for a passing grade (minimum 60%) in a full year course done in a particular subject. (Students must complete both semesters of a full year course in order to earn this single credit.) In addition, requirements for athletics, community service learning, outdoor education, and the senior project are outlined on the following page. All students are required to be enrolled in six courses each semester during their freshman and sophomore years, five courses each semester during their junior year, and four courses each semester their senior year. Within the required twenty-one credits, the following area distribution requirements should be met:

### **REQUIRED CREDITS**

<b><u>Department</u></b>	<b><u>Credits</u></b>
English	4
Foreign Language	3
History	3
Mathematics	3
Science	2
Arts	1
Required credits necessary to graduate:	16
Elective credits necessary to graduate:	5
Total credits necessary for graduation:	<b>21</b>

# Typical Programs of Study

## Grade 9

English  
Algebra I, Geometry  
Physics  
Historical and Cultural Foundations  
Foreign Language  
Art Requirement and Elective (art or other)

## Grade 10

English  
Geometry, Algebra II, Algebra III/Trigonometry  
Biology, Chemistry  
Twentieth Century World History  
Foreign Language  
Elective (art or other)

## Grade 11

American Literature  
Algebra II, Trigonometry/Pre-Calculus  
Chemistry, Biology  
US History  
Foreign Language  
Elective (art or other)

## Grade 12

English Electives  
Trigonometry/Pre-Calculus, Calculus  
Advanced level Biology, Chemistry, or Physics  
History Elective  
Foreign Language Elective  
Elective (art or other)  
Senior Project (second semester)

# Additional Student Requirements

## Athletic Requirement

Each student must participate in two (2) sports or its equivalent per school year. JHCS will offer one or more athletic equivalents per season ranging from cycling to Nordic skiing. Students can also meet the requirement through their participation in high school athletics. Individualized athletic programs, such as competitive dance, figure skating, or skiing may fulfill part or the entire yearly requirement with approval by the Director of Activities. For more information regarding the exact details of this requirement, please see the JHCS 2006-2007 Parent-Student Handbook (p. 15-16).

## Community Service Learning Requirement

In keeping with the JHCS mission, ninth and tenth grade students are required to participate in all of the school-wide community service learning projects that will be scheduled throughout the year. These projects typically happen during the first week of school and on early release mornings and will be developed by the students and a faculty advisor.

Eleventh and twelfth grade students are required to perform thirty (30) hours of community service learning over the course of the two academic school years, ten (10) of which must be completed during the senior year. Eleventh and twelfth graders will be required to determine an area of community need within which they will focus their volunteer time for at least a semester or the entire school year, if they choose. They are also required to supervise/participate in one (1) ninth and tenth grade service learning project during their junior year, and are encouraged to participate in more than one (1). In addition, students are strongly encouraged to participate in on-campus service projects, such as improving school programs, helping with annual fundraisers, or tutoring peers. However, only five (5) on-campus hours can be counted toward meeting the required thirty (30) hour, two year total. Seniors may choose to focus on a community service learning project for their senior project.

Students who fail to fulfill these expectations must complete their hours during the school year on their own time. They may make up the hours over the summer before the beginning of the next school year if approved by the Community Service Coordinator. Community service hours will not be counted towards the JHCS requirement if they are required by another organization such as a youth group or sports team. Only hours completed after the start of the ninth grade year will be counted towards the JHCS requirement. The community service requirement must be fulfilled to graduate, and grades will be held at the end of the school year until the required service hours are completed.

**Outdoor Educational Trips Requirement**

Each year, students of the Jackson Hole Community School will take part in a minimum of two outdoor trips. These trips will be approximately three to five (3-5) days in length and a required part of the curriculum. They are educational in nature and are led by both faculty advisors and professionals in the field of outdoor education. The trips are designed to build teamwork, trust, and a sense of responsibility toward each other and the environment. Absence from either of these trips may result in a student needing to complete an “equivalent project” prior to the start of the next trip or prior to the start of the next school year. A student who fails to complete the project may not advance to the next grade until this requirement is met.

**Senior Project (Pass/Fail or Honors)**

In the final semester of their senior year, students are required to research and develop a project that will facilitate meaningful learning to culminate their Community School educational experience. Projects may involve a significant community service learning project, an academic interest, or an investigation of a possible career path. At the start of the spring semester, seniors formally petition individual faculty members to serve as sponsors for their projects. Seniors must then develop a written proposal for their project to be approved by the faculty sponsor in mid-February. In the meantime, students attend a seminar-style class to refine research methods and to organize a quality senior project. In early May, students dedicate themselves fully to their projects. Public presentations of the projects are required prior to graduation. The senior project is a graduation requirement which receives a pass or fail grade.

# Departments and Programs

## **English Department**

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The English Department curriculum provides students with a thorough background in written and oral skills, grammatical structure, vocabulary, and literature. The English curriculum is intended to teach students to read with pleasure and insight and to write with clarity and confidence. The program reflects a belief in the value of reading widely and deeply in a variety of literary genres, traditional and innovative, and from several periods, ancient and modern. Students will be taught to critically examine the literature they read and to create thoughtful writing pieces of their own. A full range of instruction in technology, including efficient and responsible use of the Internet, word processing, and Power Point will be included in the ninth and tenth grade curriculums.

Four (4) credits in the English Department are required to graduate, including the completion of Grade 9, Grade 10, and Grade 11 English. In addition, students must complete a course from the Writer's Workshop and a literature elective prior to graduation.

### **Grade 9 Introduction to the Genres (1 credit)**

English 9 is an introduction to various literary genres – nonfiction, short story, poetry, fiction, epic, drama, and screenplay. Familiarizing students with the power of story telling through a variety of writing styles will create a strong foundation for their reading and writing skills. Students will become active and critical readers utilizing specific strategies to interpret, summarize and analyze literature. Stemming from the variety of texts, students will hone in on their writing abilities by crafting descriptive, persuasive, and expository essays, a personal narrative, short stories, a scene for a screenplay and a reflective journal. Vocabulary and grammar lessons will be integral pieces of each reading and writing lesson/assignment, fully completing students' knowledge of English language and composition. Finally, over the course of the year, students will learn how to conduct research, write an accompanying paper, and accurately cite sources.

### **Grade 10 Exploration of World Literature (1 credit)**

Grade 10 English is closely integrated with the Twentieth Century World History course, and will explore similar themes in a variety of ways. Throughout the course, students will read and analyze texts, examining their literary, cultural, historical, political, and philosophical significance. Active reading and class discussion will enable students to explore key themes and concepts in the texts, connecting them to the main themes of the course, to other content areas, and to their own lives. Students will also engage in outside reading of texts they choose. Along with reading, this course also places great emphasis on writing, focusing on the following forms: reflective, narrative, descriptive, expository, and persuasive. Each student will establish a writing portfolio in which finished pieces will be kept. In addition, students will complete a research project. Conventions such as usage, grammar and punctuation, along with proper documentation of sources, will be taught throughout the course.

### **Grade 11 American Literature (1 credit)**

This course looks to ground students in both the historical and literary importance of major American writers. In congruence with the United States History course, authors will be evaluated as a reflection of their time period and as a part of a larger progression in American literary history. Through plays, novels, poetry, essays, letters, newspaper columns, and diaries students will gain an understanding of the diversity of American voices. Literary icons such as Herman Melville, Nathaniel Hawthorne, Emily Dickinson, Henry David Thoreau, Mark Twain, F. Scott Fitzgerald, John Steinbeck, Tennessee Williams, Tony Morrison, Arthur Miller, and Edward Albee, will be analyzed. The skills of comparative, argumentative and creative writing will be addressed and students will be asked to take an inquiry approach to learning.

### **Grade 12 Writer's Workshop: The Art of the Short Story (.5 credit)**

What makes a good story? This class will combine creative and critical writing strategies as well as responsive reading to answer that question. Each week will be themed to a particular aspect of short story writing craft, such as plot, point of view, theme, character, language, and dialogue. Students will have a chance to experiment with their own voices in guided creative exercises and in a short story to be submitted to the class for workshop. In addition to written assignments, students will be expected to complete all reading coursework and to offer constructive criticism to their peers in the story workshop. Stories to be included in our reader reflect a mix of classic and contemporary voices: "The Lottery" by Shirley Jackson, "Good Country People" by Flannery O'Connor, "A Drug Called Tradition" by Sherman Alexie, "Sea Oak" by George Saunders, "Brownies" by ZZ Packer, "A Small Good Thing" by Raymond Carver, and "Rules of the Game" by Amy Tan.

### **Grade 12 Facing Ourselves: Race and Gender in Literature (.5 credit)**

The concepts of race and gender represent powerful societal undercurrents in 20<sup>th</sup> Century America. Questioning how these factors fit into a larger American identity, students will be asked to analyze pivotal works of literature through analytical essays, class discussions, and long-term projects. Looking at short stories, poetry and novels, students will evaluate differing portrayals of these larger concepts. Authors may include Richard Wright, James Baldwin, Margaret Atwood, Sylvia Plath, Ernest Hemmingway, and Maxine Hong Kingston.

## **Foreign Language Department**

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The Foreign Language Department emphasizes using language in meaningful ways. Through the written and spoken word, foreign language study enables the student to appreciate and understand a civilization or culture different from one's own. Knowledge and acquisition of language brings students into contact with new ideas and exposes them to a more expansive view of the world. All levels of students learn language through listening, speaking, reading and writing. Beginning levels focus on becoming comfortable with a foreign language and learning the fundamentals of the language. Upper level courses further develop fundamental speaking and listening skills and incorporate advanced reading and writing skills.

Three (3) credits in the Foreign Language Department are required to graduate, including the completion of the second year of one language. New students who wish to enter a course beyond the first year of any foreign language must take a foreign language placement exam administered by JHCS. This exam will be used to determine the foreign language course most appropriate for a particular student.

### **Spanish I (1 credit)**

Spanish I is an introduction to the Spanish language. The goal of the course is to make the Spanish language accessible for all students while gaining a sense of the cultural, political and social issues that surround the language in the United States and across the globe. Through music, role plays, games and group work, listening and oral skills will be emphasized and students will be introduced to basic writing techniques. Grammatical structures will be learned through a number of different themes, including "Describing Yourself," "School Life," "Surviving in a Restaurant," "Hobbies," and "Travel."

### **Spanish II (1 credit)**

Spanish II is an intermediate Spanish language course. Listening, oral, and writing skills will be emphasized. A number of new grammatical structures will be learned as students explore the preterite, the imperfect, the future, the conditional, the present perfect, and the use of the present subjunctive. This course places a strong emphasis on using Spanish in all classroom situations. As is the case with Spanish I, this course approaches the acquisition of the Spanish language using a number of different themes including "Family Life," "Food and Dining," "Travel," "Health," and "Community." In addition, students will be exposed to the cultural, political, and social issues in countries where Spanish is the primary language spoken.

Prerequisite:

Spanish I

### **Spanish III (1 credit)**

This advanced Spanish course will allow students to refine grammatical skills and verb tenses learned at previous levels. In this fast-paced environment, third year Spanish students will be introduced to additional, more complex grammar concepts (in-depth study of prepositions and pronouns, por vs. para, passive voice), and complete their knowledge of verb forms (future and conditional perfects, past subjunctive, present and past subjunctive perfects). Students will read and analyze short stories, write weekly compositions, make oral presentations and complete work in the language laboratory. This course will prepare students for standardized exams, as well as for future language and literature studies. Spanish III is a pre-requisite for students interested in pursuing Spanish IV and in taking the Advanced Placement Spanish exam.

Prerequisite: Spanish II

### **Spanish IV (1 credit)**

This is a Spanish proficiency course. All four skills (listening, writing, reading and speaking) will be mastered at nearly native or native speaker level. In the Spanish IV setting all communication will be conducted in Spanish, and students are expected to master the language, deepen their skills and knowledge of Spanish culture, as well as different registers. This course will closely follow the guidelines for Advanced Placement in Spanish both in syllabus and grading, concluding in the AP exam in the spring.

Prerequisite: Spanish III

### **French III/IV (1 credit)**

Through the study of classic French literature, this advanced course will refine all grammatical skills necessary to master the language. Students will read French passages and write responsive, analytical essays on a weekly basis. Upon successful completion of this course, students will be able to communicate in French and take further literature courses in the language. The course reinforces listening and verbal skills through watching video, listening to music, and making oral presentations.

Prerequisite: French II

## **History Department**

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The History Department challenges students to critically analyze events that have occurred throughout the world and to become thoughtful, active participants in our global society. Students will learn to research and present material in a variety of written and oral forms using primary and secondary source materials and available technologies. They will learn to examine the many sides that encompass all historical issues and events by weighing arguments, examining opinions, evaluating options and judging outcomes. Moreover, students will gain a fundamental knowledge of geography and an understanding of bias and perspective within history.

The three (3) credit History Department requirement includes Historical and Cultural Foundations during the ninth grade, Twentieth Century World History during the tenth grade, and US History during the eleventh grade. All required history courses include a culminating research project.

### **Required History Courses:**

#### **Grade 9 Historical and Cultural Foundations (1 credit)**

The course begins with an exploration of major world religions including Judaism, Christianity, and Islam. The second stage of the course focuses on political and economic systems including an analysis of the political spectrum, democracy, capitalism, socialism and communism. Throughout the school year, students will complete a research project which examines the religious, economic, and social forces that shape(d) the movements of world leaders. Students will apply what they learn in Historical and Cultural Foundations to critical global issues, both past and present, with an emphasis on events in the Middle East.

### **Grade 10 Twentieth Century World History (1 credit)**

Grade 10 History examines the world in the 20th century, and is designed to provide students with an understanding of the major events and issues of this violent yet progressive period that has shaped our world today. Through readings, discussions, and class activities, students will understand the chronological framework of modern world history and grapple with common themes that arise throughout the history of the twentieth century. Political, economic, religious, cultural, and military influences during this period will be emphasized, geographical concepts will be reviewed, and current events will be discussed. The course is closely tied to Grade 10 English, and this connection will help students perceive the relevance of historical events to literature and to their own lives.

Prerequisite: Historical and Cultural Foundations

### **Grade 11 US History (1 credit)**

This course is a thematic survey of United States history from colonization to the present. Major social, political, economic, and cultural issues will be examined. Students will critically analyze such events as the American Revolution, the Civil War, Sectionalism, Reconstruction, the Progressive Era and American Imperialism, and America's involvement in the World Wars. Students will need to consider the complexities of American domestic and foreign policies and look beyond the superficial explanations of events/policies often given in US History texts. Students will learn to utilize primary sources and to recognize bias within these sources. Finally, students will need to assess their own preconceptions/biases and perhaps take a non-western perspective toward US History. This course is not designed around the Advanced Placement curriculum, but students who complete the course successfully and who are willing to do additional individual study should be prepared to take the AP US History exam.

Prerequisite: Twentieth Century World History

### **Upper Level Electives:**

#### **Economics and Investing (.5 credit)**

This course starts with a brief introduction to the stock market. Students will put together a portfolio of stocks and mutual funds and invest in these holdings through an web-based stock game. From there, students will begin to study the U.S. economy from primarily a macroeconomic standpoint. While learning about such concepts as supply and demand, unemployment, inflation, interest rates, fiscal policy, and the Federal Reserve System, students will consider how these factors are connected to the financial markets. Students will emerge from this course with a basic understanding of which forces drive the economy, how to make informed equity investment decisions, and finally, on what role the government should play in the economy.

#### **Principles of Marketing (.5 credit)**

A successful career in today's business world is dependent upon marketing, and as a result, it is important to understand the methods and effects of this practice. In this course students will learn about the 4 "Ps" of marketing: product, price, place, and promotion. Students will study advertising and they will produce a commercial. Guest speakers will visit the class in order to discuss business strategies and entrepreneurship. Through case studies, students will learn about real-world companies and some of their challenges. Students will develop and implement a fundraising plan for a non-profit organization, and they will write a report and give a presentation about an entrepreneur of their choice. Finally, students will develop a business plan for a new product or service.

## **Mathematics Department**

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The Mathematics Department offers a wide range of classes which aim to instill habits of mathematical thinking that will prepare students for further inquiry in math and for the use of quantitative reasoning throughout life. The department's goal is to help to students solve problems and to interpret data graphically, numerically, orally, symbolically, and analytically. Students will be instructed to use calculators and computer software to graph solutions, to create databases, and to develop spreadsheets. Furthermore, we recognize that developing the habit of questioning leads to deeper understanding. Discovery, then, is a valuable teaching tool in the learning of math. Such opportunities arise in teacher-led discussions, individual explorations, and in learning groups which offer a natural environment for practicing mathematical communication.

Students are required to complete three (3) credits of mathematics including Algebra I and Geometry. In addition, students are required to take at least one math course during the ninth, tenth, and eleventh grades.

Note: New students who wish to enter a course beyond the first level of mathematics must take a placement exam administered by JHCS. This exam will be used to determine the mathematics course most appropriate for a particular student.

### **Algebra I (1 credit)**

This course explores expressions and equations, linear functions, polynomials and nonlinear functions, radical and rational functions and data analysis. Prerequisite: Pre-Algebra or its equivalent

### **Geometry (1 credit)**

Geometry is the mathematical study of shape and space. Students learn about properties of different shapes and the applications of those properties. Emphasis is on orderly and logical thinking, on the ability to develop a sound, precise, logical argument, and on the theoretical derivation and practical application of geometric formulae. Throughout the year, algebra review will be a regular aspect of class work, including a variety of problems using different algebraic and graphing techniques.

Prerequisite: Algebra I or its equivalent

### **Algebra II (1 credit)**

In Algebra II, students study the graphic and algebraic properties of functions and learn specific skills needed for the modeling of continuous and discrete phenomena. This course will cover topics such as linear, quadratic, and rational functions, direct and inverse variation, inequalities and absolute value, systems of equations, and exponential and logarithmic functions. The use of graphing calculators and computer spreadsheets is encouraged and class work is frequently conducted in small groups.

Prerequisites: Algebra I and Geometry, or their respective equivalents

### **Trigonometry / Pre-Calculus (1 credit)**

Students are expected to enter this course with a general understanding of geometry and second-level algebra. Following the completion of this course, students will have mastered linear and polynomial functions and their graphs, basic trigonometric functions and their graphs, arithmetic and geometric series, and probability.

Prerequisites: Algebra II and Geometry, or their respective equivalents

### **Calculus (not offered 2006-2007)**

This is a year-long course covering an introduction to differential and integral calculus. Topics may include: limits of functions, derivatives of functions, applications of derivatives, max-min problems, curve sketching, volumes of solids of revolution, and the integration of logarithmic and exponential functions. This course is not designed around the Advanced Placement curriculum but students who complete the course successfully and who are willing to do individual study should be prepared to take the AP Calculus AB exam.

Prerequisite: Trigonometry / Pre-Calculus or its equivalent

## **Science Department**

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The Science Department emphasizes the connection of scientific principles to the natural world. Students will learn about their physical environment primarily through their interactions with the Greater Yellowstone Ecosystem. Using both lab and field based studies, students will develop hypotheses and prove their assumptions through experimentation and documentation. They will learn to be objective in their observations, to accurately gather, record and interpret data, and to make conclusions based upon scientific evidence. Instructional technologies will be incorporated throughout the science curriculum as students learn to graph and input data using computer software, probes, and other analytical tools. The department aims to instill in students an appreciation for science as an imaginative, wonderful human endeavor. Students are encouraged to incorporate mathematics into their study of science and to evaluate scientific issues, technologies, and discoveries.

The JHCS science program is designed to introduce students to the basic concepts of physics, biology, and chemistry through a progressively integrated approach. The three disciplines will be taught through lectures, demonstrations, laboratory experiments, and a variety of performance-based activities that emphasize problem-solving, critical thinking skills, and teamwork. Students will be encouraged to work and to think independently, as well as cooperatively and collaboratively.

Two (2) credits of science are required to graduate from JHCS. Students must take Physics in ninth grade and either Biology or Chemistry in the tenth or eleventh grade. It is highly recommended that students complete courses in Physics, Biology and Chemistry prior to graduation.

### **Physics (1 credit)**

This course provides students with a firm understanding of the natural laws that govern the universe and the physical phenomena they witness in their everyday lives. The process of science is emphasized and each student will develop the tools to use technology for data collection and analysis. Topics studied include mechanics, properties of matter, heat, sound and light, electricity and magnetism, and the atom. The course includes informal laboratory work and several hands-on projects.

Co-requisite: Algebra I

### **Chemistry (1 credit)**

This course is designed to give the student a strong background in the fundamentals of chemistry, including the study of measurement, matter, atomic structure, chemical symbolism, nomenclature, bonding, chemical reactions, atomic theory, stoichiometry, states of matter, gas laws, and acids and bases. This course prepares the student for advanced study in chemistry as well as laying the groundwork for an understanding of chemical principles that are especially applicable to the study of biology.

Prerequisite: Physics

Co-requisite: Algebra II or permission of instructor

### **Biology (1 credit)**

In this year-long course, students will study the fundamentals of biology through an ecological approach. The course will emphasize the importance of asking questions and making observations when developing an understanding of the living world that surrounds us everyday. Students will develop their critical thinking skills through application of the scientific method during indoor laboratories and field experiences. The course will include elements of microbiology such as cell functions and genetics. We will also study macro biology through investigations and readings about topics such as plant and animal adaptations, evolution and ecology. Students will be asked to draw connections between what we study in class and prevalent biological issues in Jackson Hole. Students are expected to enter this course with a basic understanding of chemistry which will be reinforced throughout the course.

Prerequisite: Physics

### **Upper Level Courses:**

#### **Quantitative Physics (1 credit)**

This course is designed to be an introduction to the world around us as explained by physics. The aim is to give students an understanding of the many different, interesting and fun aspects of physical world such as: mechanics, optics, electricity and magnetism, and atomic theory. Concepts will be introduced concretely through demonstration and laboratory exploration, and then explored abstractly via the language of mathematics. Though this is a quantitative class and a good deal of mathematics is involved, the goal is for an understanding of the concepts presented rather than just memorization and manipulation of equations. The class will emphasize the use of Algebra II, Geometry, and some Trigonometry to explain what is going on in the physical world that surrounds us and a strong grounding in Algebra is required. Students should leave the class with an appreciation of the laws and relationships that govern physical interactions in our world.

Pre-requisite: Physics and Biology or Chemistry

Co-requirement: Trigonometry/Pre-Calculus  
or a recommendation from your math teacher

### **Human Anatomy and Physiology (.5 credit)**

This course will explore the structures of the human body (anatomy) and the functions of those structures (physiology), providing the students with a solid understanding of the human body and how it works. The complexity of structures and systems will be investigated through laboratories, current events discussions, exposure to local experts and a research project that will include in depth examination of a particular system. Prerequisite: Physics and Biology

### **Environmental Studies (.5 credit)**

Should snowmobiles be allowed in Yellowstone and Grand Teton National Parks? Should drilling for natural gas in the Red Desert be permitted? Should wolves be treated as predators in Wyoming? Local natural resource management questions will be addressed, while reinforcing ecological concepts. Students will participate in debates and research projects that will involve interviewing local experts, to better their knowledge of all sides of the issue being discussed. This course will emphasize the importance of maintaining an open-mind when forming opinions about controversial topics. As one ecology professor put it, "Intelligent people form different conclusions from the same set of facts."

Prerequisite: Physics and Biology

## **Arts Department**

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The Arts Department provides visual and performance classes in which students learn foundations of artistic technique. Arts are a vital component of each student's educational experience. Students learn the structural elements of art, the cultural, historical, and social significance of the arts, and to communicate through form and image. Through the making of art, they gain a conceptual understanding of a variety of mediums and an aesthetic awareness. Students will learn to judge the works of others, to work collaboratively on projects, and to challenge and extend themselves intellectually and emotionally as they discover the artistic process. Coursework may include field trip experience, guest lectures, historical perspectives and will include out-of-class work.

Introductory Performing Arts, a one-half credit (.5) course taken during the 9<sup>th</sup> grade year, is a pre-requisite for all subsequent art classes. In order to graduate, students are required to complete an additional one-half credit (.5) of art, for a total of one (1) full credit of art.

### **Performing Arts**

The Performing Arts curriculum provides students with an introduction to drama, dance and music through participation, creation, observation and discussion. The performing arts are an essential component of a well-rounded education, as they specifically address concentration, collaboration, the senses, imagination, kinesthetic awareness, verbal and non-verbal expression, emotion and the intellect. The performing arts can provide an inter-disciplinary entry point into literature, history, current events, and world cultures, as well as giving students the opportunity to express their ideas, concerns and creative impulses.

### **Introductory Performing Arts (.5 credit)**

This course begins with an introduction to basic drama skills and structures. The second month is dedicated entirely to the study of dance and music. The students will then move on to create multi-disciplinary performance pieces integrating text, movement and music, and finish the semester with scene study. Other essential elements of the course include attendance of performing arts events and a journal.

## **Visual Arts**

The Visual Arts curriculum at the JHCS provides all students an opportunity to study the aesthetic appreciation, criticism, history and production of visual arts. This discipline-based approach to art is an essential component to a well-rounded education. Through a multi-disciplined curriculum, students will learn about the integrated nature of the arts into all subject areas such as math, science, social studies and the other humanities. They will also learn formal art technique in a variety of media (2-D and 3-D) to be used in their own artistic expression.

### **Visual Arts I (.5 credit)**

This visual arts course is an introduction to elements and principles of art. The focus of this course will be on developing basic skills and gaining confidence in a variety of media. The elements and principles of art include line, color, shape, texture, form, space, balance, variety, harmony emphasis, proportion, movement, rhythm and unity.

Prerequisite: Introductory Performing Arts  
or permission of department

### **Introduction to Digital Video (.5 credit)**

This course will focus on the filming and editing process using current video technologies. Students will explore the properties of digital video and what makes it unique as an artistic medium. Through a variety of small projects, students will learn basic filmmaking techniques that focus on different aspects of the production process from shooting with the camera to editing in a non-linear timeline. Students will incorporate what they have learned to create their own original digital creations.

Prerequisite: Introductory Performing Arts  
or permission of department

### **Photography I (.5 credit)**

In this one semester course, students will be introduced to a variety of photographic techniques, beginning with creating cyanotypes and functional pinhole cameras. The students will then learn how to implement the black and white photography process through shooting and processing film and by printing images. Students will also have opportunities to experiment with dodging and burning prints, using contrast filters and hand coloring prints. Color photography, digital photography and computer manipulation of images will be introduced after black and white photography. The course will conclude with student-designed final projects that involve photographic techniques of their choice. Throughout the course students will be introduced to the work of a variety of famous photographers, and each student will have a chance to teach the class about a photographer of his/her choice.

Prerequisite: Introductory Performing Arts  
or permission of department

### **Visual Arts II (.5 credit)**

In this course, students will practice communication and the expression of ideas, confidence and skill in respect to use of various media, perceptual development, and aesthetic organization and consistency. They will improve their knowledge of the field of art, develop creativity in terms of unique approaches and diverse solutions, and finally, experience enjoyment - is the student satisfied with their artwork and actively engaged in the process? The studio art experience will include increasing proficiency in the understanding and practice of the elements and principles of art, with a focus on color theory. Historically speaking, students will develop their ability to discuss and understand works of art in relation to artistic movements and eras. Students will be expected to anchor their analysis with fact and discuss artwork by recognizing the principles and elements of art. A heavy emphasis will be placed on student input and output.

Prerequisite: Introductory Visual Arts  
or permission of department

### **Photography II (.5 credit)**

This course will involve refining darkroom skills and becoming more familiar with camera operations. Students will have more freedom to photograph topics of their choice and will have opportunities to tone, hand color and spot-tone prints, providing their images with an even more finished look. Digital photography will also be a focus of the course and students

will get a glimpse of what it is like to be a curator through matting and hanging their images. They will have opportunities to study photographers of their choice, after which they will try to mimic the style of these professional artists as well. Lastly, students will develop their ability to look at art analytically during class critiques and through exposure to articles.

Prerequisite: Introductory Photography

## **Computer Science**

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### **Introduction to the Internet, Browsers and Design (.5 credit)**

This course will focus on providing students with solid knowledge on how the internet works and how it is used as a tool in the modern age. Topics covered will be internet architecture and history, browser features and optimal use, user interface principles, web site layout and design. Students will build their own personal web sites from scratch using skills learned during in-class workshops and homework assignments. There will also be an emphasis on using free resources on the web as a reference.

## **Interdisciplinary Courses**

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A variety of courses offered under the interdisciplinary heading enable students to study subjects not typically found in the traditional disciplines. They are often cross-disciplinary in nature, frequently team-taught, and may involve significant off-campus study. *Strategies* is a required course for all JHCS students.

### **Grades 9-12 Strategies (Pass/Fail)**

Through Strategies, students will gain access to those skills which can have a positive impact on their achievement. In ninth grade, the course will provide students with the essential components and requirements of the Jackson Hole Community School program. Additional ninth grade topics include organization, time management, homework planning, note-taking, test preparation, stress reduction, and relationship building with faculty and with other students. Tenth graders will focus on developing the skills necessary to take standardized tests, such as the PSAT, and to develop the vital attributes of leadership. Strategies curriculum at the eleventh and twelfth grade levels will involve preparation for the college admissions process, for standardized tests like the SAT, and for positions of school leadership. All of these courses are team taught by JHCS faculty members.

### **Grades 9-12 Health Topics (part of the Strategies curriculum in 2006-2007)**

In addition to learning fundamental skills necessary for success at JHCS and beyond, students will participate in learning about a wide variety of health-related topics including first aid, drugs, alcohol, global public health issues, relationships, sex and sexuality.

## **Special Programs**

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### **English as a Second Language (ESL)**

JHCS has two primary goals regarding the education of its ESL students: first, to help Limited English Proficient (LEP) students to achieve fluency in English by the time they graduate, and second, to ensure that an ESL student's lack of fluency will not compromise his or her academic achievement. JHCS will aim to include LEP students in all academic classes and will expect students and staff who are fluent in Spanish and English to help LEP students succeed in their academic courses. JHCS will regularly modify its ESL program to best meet the needs of its LEP students.

### **Independent Study Courses**

Independent study options are available for students who have an unusual need or interest in a particular subject area at a time when directly pertinent courses in that area are not available. All proposals for independent study must be submitted to and approved by the Director of College Counseling and the Head of School – Curriculum and Faculty. If a student “elects”

to take an independent course (e.g. the course is already offered by JHCS) that student alone is responsible for completing the course in a timely manner. Conversely, if it is necessary for a student to enroll in an independent course that is not offered by JHCS (e.g. one that is necessary to most appropriately fulfill a student's transcript), the student will work directly with the JHCS Independent Studies Coordinator to complete the course.

### **Intercultural Programs**

As JHCS develops into a four year high school it will look to offer the programs listed below. We will offer these programs as a commitment to fulfilling our mission and to living our philosophy. These programs will be offered in addition to frequent local and regional cultural exchanges or field trips. Students who wish to enroll in such programs (similar to those described below) to gain academic credit from JHCS must receive approval from the Head of School – Curriculum and Faculty and the Director of College Counseling, who is charged with determining the validity of credit gained elsewhere.

#### **Exchange Programs**

JHCS will offer its students an opportunity to make an impact on their national and global communities. Service learning projects and study exchanges will be created with sister-schools, non-profit organizations, and educational travel programs. Students will live with host families while they work and travel in the United States or abroad for two to four weeks. In turn, they will reciprocate when fellow students come to Wyoming to complete the exchange. These programs will typically take place during spring break or over the summer.

#### **Study Abroad**

Students will be able to pursue a full academic course of study in the framework of a foreign culture. Upper level students can spend a summer, semester, or a year abroad. Students take classes and live with host families supervised by the school. Outside of school, students participate in athletic, cultural, community service and recreational activities with their host-country counterparts. Students should begin to consider Study Abroad during ninth grade since participation may require curricular choices especially in the areas of mathematics, lab sciences, and foreign language. The selection process will consider personal, academic, and linguistic qualifications as well as the appropriateness of Study Abroad to a student's course of study.

### **Clubs**

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The Jackson Hole Community School will encourage and support student-organized clubs. These clubs must be non-discriminatory and practice inclusiveness. The formation of all clubs must be approved by a sponsoring faculty member and by the Club Coordinator. (Approved clubs offered during the 2005-2006 school year included Yearbook, School Newspaper, Global Connections and Music.)