



## MEMORANDUM

**TO:** Dr. Okema S. Branch, *Chief Academic Officer*

**FROM:** Dr. John B. Gordon III, *Superintendent* ~~JBG/ALG~~  
Dr. Rodney J. Brown, *Chief of Administrative Services*  
Dr. Angela King, *Coordinator of School Counseling*

**DATE:** October 30, 2024

**RE:** Approval of New and Amended Course Proposals for the 2025-2026 School Year and 2024-2025 Second Semester

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Attached is a summary of new high school course offerings for the 2025 – 2026 school year. Also provided are the prerequisites and descriptions for these courses recommended:

- (13) courses **are** recommended to expand high school and middle school course offerings.
- (4) courses are **not** recommended to expand high school course offerings at this time.
- (1) course is recommended utilizing Virtual Virginia (VVA) to expand high school course offerings.
- (1) the committee recommends reinstatement of a previously approved course due to increased student interest to expand high school course offerings for the 2024/2025 school year (Second semester).
- (1) course was approved by the School Board last year, but state approval has not been finalized. If granted state approval, the committee recommends the course to expand high school course offerings.

tlg  
M# - 155

Attachments: 2025-2026 Course Proposals Summary  
2025-2026 New Course Proposals and Rationale

Copy to: Dr. Stenette Byrd III, *Chief of Schools*  
Wendy Forsman, *Chief Finance Officer*  
Dr. Ronald Leigh, *Director of Secondary Leadership*  
Dr. Andre Skinner, *Director of Career & Technical Education & Adult Education*  
Dr. Katelyn Leitner, *Director of Curriculum and Instruction*  
Christine Lafferty, *Coordinator of Technology Data Utilization Manager*

## 2025-2026 Course Proposals Summary

Department	Course Name	Course Code	Proposed Action Taken	Comments
Fine & Performing Arts	<a href="#">Photography II</a>	05167	Table until 2026-2027	Grade levels: 10-12 Credit: One (1) Prerequisites: Photography I  Previously tabled until 25/26
Fine & Performing Arts	<a href="#">AP Music Theory</a>	05114	Utilize VVA for the course	Grade levels: 10-12 Credit: One (1) Prerequisites: Music fundamentals, such as HS Music Theory, and proficiency in playing a musical instrument or vocal performance.  Previously tabled until 25/26
Fine & Performing Arts	<a href="#">Graphic Arts Design I</a>	05162	Table until 2026-2027	Grade levels: 10-12 Credit: One (1) Prerequisites: Art I  Previously tabled until 25/26 possible CTE course?
The Center for Performing and Production Arts	<a href="#">Dance Technique: Dance I</a>	05001	Table until 2026-2027	Grade levels: 10-12 Credit: One (1) Prerequisites: Acceptance into The Center for Performing and Production Arts at Lakeland High School  Previously tabled until 25/26
The Center for Performing and Production Arts	<a href="#">Technology/Electronic Music IV</a>	05124	Recommend	Grade levels: 11-12 Credit: One (1) Prerequisites: Acceptance into The Center for Performing and Production Arts at Lakeland High School Technology/Electronic Music I, II, and III  <i>Finishes CPPA in Program of Studies</i>
The Center for Performing and Production Arts	<a href="#">Music Recording &amp; Production III</a>	05123	Recommend	Grade levels: 11-12 Credit: One (1) Prerequisites: Acceptance into The Center for Performing and Production Arts at Lakeland High School Music Recording and Production I, II

The Center for Performing and Production Arts	<a href="#">Music Recording &amp; Production IV</a>	05123	Recommend	Grade levels: 11-12 Credit: One (1) Prerequisites: Acceptance into The Center for Performing and Production Arts at Lakeland High School Music Recording and Production I, II, III  <i>Finishes CPPA in Program of Studies</i>
The Center for Performing and Production Arts	<a href="#">Musical Theatre II</a>	05060	Recommend	Grade levels: 10-12 Credit: One (1) Prerequisites: Acceptance into The Center for Performing and Production Arts at Lakeland High School Musical Theatre I
The Center for Performing and Production Arts	<a href="#">Drama - Independent Study (capstone 1/2)</a>	05097	Recommend	Grade levels: 12 Credit: One (1) Prerequisites: Acceptance into The Center for Performing and Production Arts at Lakeland High School All courses related to CPPA pathway specialty program with a theatre/film focus Can be taken sequentially or concurrently with Theatre-Workplace Experience  Senior capstone  <i>Finishes CPPA in Program of Studies</i>
The Center for Performing and Production Arts	<a href="#">Drama - Workplace experience (capstone 2/2)</a>	05098	Recommend	Grade levels: 12 Credit: One (1) Prerequisites: Acceptance into The Center for Performing and Production Arts at Lakeland High School All courses related to CPPA pathway specialty program with a theatre/film focus Can be taken sequentially or concurrently with Theatre-Independent Study  Senior capstone  <i>Finishes CPPA in Program of Studies</i>

The Center for Performing and Production Arts	<a href="#">Music - Independent Study (capstone 1/2)</a>	05147	Recommend	<p>Grade levels: 12  Credit: One (1)  Prerequisites: Acceptance into The Center for Performing and Production Arts at Lakeland High School  All courses related to CPPA pathway specialty program with a music focus  Can be taken sequentially or concurrently with Music-Workplace Experience</p> <p>Senior capstone</p> <p><i>Finishes CPPA in Program of Studies</i></p>
The Center for Performing and Production Arts	<a href="#">Music - Workplace experience (capstone 2/2)</a>	05148	Recommend	<p>Grade levels: 12  Credit: One (1)  Prerequisites: Acceptance into The Center for Performing and Production Arts at Lakeland High School  All courses related to CPPA pathway specialty program with a theatre focus  Can be taken sequentially or concurrently with Music-Independent Study</p> <p>Senior capstone</p> <p><i>Finishes CPPA in Program of Studies</i></p>
The Center for Performing and Production Arts	<a href="#">Chamber Ensemble Vocal II</a>	05111	Recommend	<p>Grade levels: 11  Credit: One (1)  Prerequisites: Acceptance into The Center for Performing and Production Arts at Lakeland High School  CPPA Vocal/Choral Ensemble</p>
The Center for Performing and Production Arts	<a href="#">Artist Band</a>	05101	Recommend	<p>Grade levels: 12  Credit: One (1)  Prerequisites: Acceptance into The Center for Performing and Production Arts at Lakeland High School  CPPA Band/Instrumental Ensemble</p> <p><i>Finishes CPPA in Program of Studies</i></p>

The Center for Performing and Production Arts	<a href="#">Artist Orchestra</a>	05104	Recommend	Grade levels: 12 Credit: One (1) Prerequisites: Acceptance into The Center for Performing and Production Arts at Lakeland High School CPPA Orchestra  <i>Finishes CPPA in Program of Studies</i>
The Center for Performing and Production Arts	<a href="#">Artist Chorus</a>	05110	Recommend	Grade levels: 12 Credit: One (1) Prerequisites: Acceptance into The Center for Performing and Production Arts at Lakeland High School CPPA Vocal  <i>Finishes CPPA in Program of Studies</i>
CTE	<a href="#">Hospitality, Tourism, &amp; Recreation II</a>	8203 (SCED 16999)	Renewed Course Proposal submitted to reinstate previously approved course due to increased student interest.  *Open for 24/25 school Year (2nd Semester)	Grade levels: 11-12 Credit: One (1) Prerequisites: Hospitality, Tourism, & Recreation I  IC - NOCTI
CTE	<a href="#">Fashion Careers I</a>	8280 (SCED 19201)	*Pending State Approval  *Open for 25/26 school year	Grade levels: 10-12 Credit: One (1) Prerequisites: Introduction to Fashion Careers I  *An already approved course for SPS  *Need a memo to change # of credits to 2
World Language	<a href="#">Mandarin Chinese I</a>	(SCED 24402)	Recommend	Grade levels: 8-12 Credit: One (1) Prerequisites: FLEX World Language (recommended)
World Language	<a href="#">Spanish for Native Speakers</a>	(SCED 24057)	Table until 2026-27	Grade levels: 8-12 Credit: One (1) Prerequisites: Near native fluency; FLEX World Language (recommended)

## 2025-2026 New Course Proposal and Rationale

**Course Name:**

Photography II

**SCED Code:**

05167

**Course Description:**

Photography 2 allows high school students to deepen their photography skills with a focus on creating advanced photographic artwork. Using modern digital cameras, students will explore key artistic concepts such as form, composition, and lighting. Through hands-on instruction, they will develop their technical abilities and experiment with various photographic styles and techniques, enhancing both their creative expression and practical understanding of the medium.

**Course Level (Reg, Hnrs, AP, DE):**

Regular

**Grade Levels:**

10-12

**Credit:**

One (1)

**Prerequisites:**

Photography I

**Standard of Learning Assessment or Industry Credential:**

Local Assessments

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### **Rationale**

Creation of art elective that does not require creating art but the aesthetic study of art for appreciation. Photography, especially in digital form, is a more prominent part of daily life. Part of 21st Century Learning Skills as it is a part of students' everyday lives.

### **Advantages of Implementing the Course**

The creation of Photography 2 in the high school program of studies is essential for advancing the technical and creative skills students acquired in Photography 1. In this course, students will explore advanced camera techniques, post-production software, and various photographic genres such as portrait, landscape, and experimental photography. These experiences will equip them with a professional-level portfolio for future college applications or career pursuits. Photography 2 promotes critical thinking, creative problem-solving, and interdisciplinary learning by allowing students to express complex ideas visually, supporting their development across multiple subjects. Additionally, by studying both historical and contemporary photography, students will gain a broader cultural awareness and insight into photography's societal impact. As part of Career and Technical Education (CTE) and STEAM initiatives, the course integrates essential digital media skills, preparing students for success in an increasingly technology-driven world. Ultimately, Photography 2 provides a well-rounded platform for artistic growth, career readiness, and personal expression, contributing significantly to students' high school education.

## **Anticipated Enrollment:**

40

## **Disadvantages of Implementing the Course**

- **Instructional Personnel (Estimated teachers needed):**
  - Can be taught by current high school art instructors
    - SPS currently has at least three instructors with photography experience, both as a photograph and as an instructor
  - Ideally, and per student/teacher ratio, another art teacher should be hired for each high school
  
- **Materials and Supplies (include estimated cost):**
  - 20 cameras (class set) - shared with Photography I
  - Preferred camera - Canon EOS Rebel T100:  
[https://canon.ca/en/product?name=EOS\\_Rebel\\_T100&category=/en/products/Cameras/DSLR-Cameras/Entry-level](https://canon.ca/en/product?name=EOS_Rebel_T100&category=/en/products/Cameras/DSLR-Cameras/Entry-level)
  - \$7580.00 - \$379.99 each
  
- **Textbooks (include estimated cost):**
  - Adobe Photoshop

## **Submitted by (Name & School):**

Dr. Joleen Neighbours, Coordinator of Fine and Performing Arts

Suffolk Public Schools

## **Date:**

September 15, 2024

## 2025-2026 New Course Proposal and Rationale

**Course Name:**

AP Music Theory

**SCED Code:**

05114

**Course Description:**

AP Music Theory is an advanced course designed for students who want to deepen their understanding of music through the study of melody, harmony, rhythm, and musical form. Students will develop their aural, analytical, and compositional skills by exploring complex musical structures, ear training, sight-singing, and advanced notation. The course covers a wide range of musical styles and historical periods, and prepares students for the AP Music Theory exam through practice tests and in-depth study of theoretical concepts. This rigorous course is ideal for students considering future study or careers in music performance, composition, or education.

**Course Level (Reg, Hnrs, AP, DE):**

AP

**Grade Levels:**

10-12

**Credit:**

One (1)

**Prerequisites:**

Music fundamentals, such as HS Music Theory, and proficiency in playing a musical instrument or vocal performance.

**Standard of Learning Assessment or Industry Credential:**

AP Music Theory Test

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### **Rationale**

By the end of the course, students will have developed a deep and comprehensive understanding of music theory, covering advanced topics such as harmony, counterpoint, and musical form. They will sharpen their listening skills to recognize and analyze complex musical structures and relationships, while exploring diverse musical styles and historical periods. Additionally, students will master advanced composition techniques and notation, all in preparation for the AP Music Theory exam through practice exams and targeted exercises.

### **Advantages of Implementing the Course**

- **College Readiness and Credit:** The course prepares students for the AP Music Theory exam, allowing them to potentially earn college credit and advanced placement, saving time and money in post-secondary education.
- **Advanced Musical Knowledge:** Students gain a deeper understanding of complex music theory concepts such as harmony, counterpoint, and musical form, which can be applied to various musical fields like composition, performance, and analysis.
- **Ear Training and Critical Listening Skills:** AP Music Theory enhances students' ability to aurally recognize and



- analyze intricate musical structures, improving their overall musicianship and performance abilities.
- **Interdisciplinary Connections:** The course fosters critical thinking and problem-solving skills that are applicable beyond music, supporting cognitive development in areas like mathematics, language, and logic.
  - **Preparation for Careers in Music:** AP Music Theory serves as foundational knowledge for students interested in pursuing careers in music, whether as performers, composers, educators, or in music technology and production.
  - **Enrichment of School Music Programs:** Offering AP Music Theory enhances the school's music curriculum, creating a more comprehensive program that engages students at advanced levels and fosters a deeper appreciation for music.
  - **Increased Student Engagement:** Students passionate about music will be challenged and motivated by the course's rigorous content, potentially boosting their involvement and success in other music-related courses and activities.

### **Anticipated Enrollment:**

25

### **Disadvantages of Implementing the Course**

- **Instructional Personnel (Estimated teachers needed):**
  - Can be taught by current high school music instructors
  - Music instructors must be trained per AP
- **Materials and Supplies (include estimated cost):**
  - AP Music Theory course materials
- **Textbooks (include estimated cost):**
  - *Tonal Harmony* - no cost; SPS currently uses

### **Submitted by (Name & School):**

Dr. Joleen Neighbours, Coordinator of Fine and Performing Arts

Suffolk Public Schools

### **Date:**

September 15, 2024

## 2025-2026 New Course Proposal and Rationale

**Course Name:**

Graphic Arts Design I

**SCED Code:**

05162

**Course Description:**

Graphic Arts Design introduces high school students to the principles and techniques of visual communication through digital media. Students will learn the fundamentals of design, including typography, color theory, layout, and composition, while gaining hands-on experience with industry-standard software such as Adobe Illustrator and Photoshop. The course emphasizes creative problem-solving and encourages students to develop their own unique design styles. Through a variety of projects, students will create digital artwork, advertisements, logos, and more, building a portfolio that prepares them for further study or a career in graphic design.

**Course Level (Reg, Hnrs, AP, DE):**

Regular

**Grade Levels:**

10-12

**Credit:**

One (1)

**Prerequisites:**

Art I

**Standard of Learning Assessment or Industry Credential:**

Local Assessments

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### **Rationale**

The Graphic Arts Design course is essential for equipping students with the technical and creative skills necessary for success in today's visually driven world. As digital communication and media become more prominent in various industries, the demand for individuals with strong graphic design skills continues to grow. This course provides students with hands-on experience in using industry-standard software and understanding design principles, preparing them for a wide range of future opportunities in areas such as marketing, advertising, digital media, and web design. Furthermore, it encourages critical thinking, problem-solving, and innovation, empowering students to visually express ideas and communicate effectively. By integrating technology with artistic expression, Graphic Arts Design aligns with STEAM initiatives and Career and Technical Education (CTE) pathways, preparing students for post-secondary education or immediate entry into creative fields.

### **Advantages of Implementing the Course**

- **Technical Proficiency:** Students gain hands-on experience with industry-standard software such as Adobe Illustrator and Photoshop, providing them with the technical skills necessary for graphic design projects.
- **Creative Development:** The course encourages artistic expression and the development of a unique design style, allowing students to explore and enhance their creativity.
- **Portfolio Building:** Students create a professional portfolio showcasing a variety of design work, which can be

used for college applications or job opportunities in creative industries.

- Career Preparation: Graphic Arts Design offers practical skills for careers in digital media, advertising, marketing, web design, and more, aligning with Career and Technical Education (CTE) pathways.
- Problem-Solving and Critical Thinking: Through design challenges and projects, students learn to think critically, solve creative problems, and communicate visually, all of which are valuable skills in any field.
- Cross-Curricular Skills: The course integrates technology, art, and communication, supporting skills that are applicable across various subjects, including media studies, business, and computer science.
- Preparation for the Digital Age: With the increasing emphasis on digital content creation, this course prepares students to thrive in a technology-driven world, making them adaptable to various digital platforms and industries.

### **Anticipated Enrollment:**

25

### **Disadvantages of Implementing the Course**

- **Instructional Personnel (Estimated teachers needed):**<sup>[L]</sup><sub>[SEP]</sub>
  - Can be taught by current high school art instructors
  - SPS currently has two teachers with graphic design experience both as instructors and practitioners
- **Materials and Supplies (include estimated cost):**<sup>[L]</sup><sub>[SEP]</sub>
  - Materials currently available
- **Textbooks (include estimated cost):**<sup>[L]</sup><sub>[SEP]</sub>
  - *Adobe Photoshop*

**Submitted by (Name & School):**<sup>[L]</sup><sub>[SEP]</sub>

Dr. Joleen Neighbours, Coordinator of Fine and Performing Arts

Suffolk Public Schools

**Date:**<sup>[L]</sup><sub>[SEP]</sub>

September 15, 2024

## 2025-2026 New Course Proposal and Rationale

**Course Name:**

Dance Technique: Dance I

**SCED Code:**

05001

**Course Description:**

Dance I: Introduction to Dance is an engaging and interactive course designed specifically for students in The Center for Performing and Production Arts at Lakeland High School. This course provides a comprehensive foundation in various dance styles, techniques, and the cultural and historical significance of dance. Students will explore their creativity through choreography and movement while developing essential skills for dance and related fields such as music, theatre, and film. Whether aspiring dancers or those refining their movement abilities, students will gain a dynamic and enjoyable introduction to the art of dance, laying the groundwork for advanced studies in performance.

**Course Level (Reg, Hnrs, AP, DE):**

Specialty Program - The Center for Performing and Production Arts at Lakeland High School

Regular

**Grade Levels:**

10-12

**Credit:**

One (1)

**Prerequisites:**

Acceptance into The Center for Performing and Production Arts at Lakeland High School

**Standard of Learning Assessment or Industry Credential:**

Local Assessments

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### **Rationale**

Dance I offer students a foundational understanding of dance as an art form, providing essential skills in movement, performance, and choreography. As part of The Center for Performing and Production Arts, this course aligns with the program's mission to cultivate well-rounded performing artists. Dance is an integral aspect of the arts, complementing theatre, music, and film studies, and preparing students for interdisciplinary success. By exploring various dance styles, techniques, and cultural contexts, students not only develop technical abilities but also enhance their creativity, discipline, and self-expression. Additionally, the course fosters an appreciation for the historical and cultural significance of dance, contributing to a broader understanding of the performing arts. Whether students aim to pursue careers in dance or simply refine their movement skills for related fields, Dance I provide a strong foundation that supports future studies and artistic endeavors.

### **Advantages of Implementing the Course**

- Foundation in Dance Technique: Dance I provide students with a strong foundation in various dance techniques, including ballet, modern, jazz, and contemporary. This foundational knowledge is essential for

students to progress in more advanced levels.

- **Physical Fitness and Coordination:** The course promotes physical health by improving strength, flexibility, coordination, and endurance, helping students stay active and develop lifelong habits of physical well-being.
- **Creative Expression:** Dance I encourage students to explore and express themselves creatively through movement. This enhances their ability to communicate ideas and emotions in non-verbal ways.
- **Cultural Appreciation:** Students are introduced to the history and cultural significance of various dance styles, fostering an appreciation for diverse cultures and traditions in the performing arts.
- **Discipline and Focus:** Dance training requires concentration, dedication, and time management, all of which are valuable skills that can benefit students academically and in other areas of life.
- **Collaborative Learning:** Dance I often include group work and performances, teaching students how to collaborate with others, work in teams, and develop interpersonal communication skills.
- **Performance Opportunities:** The course provides students with the chance to participate in showcases or performances, helping them build confidence and experience in front of an audience.
- **Preparation for Advanced Study:** Dance I lay the groundwork for students who wish to pursue higher-level dance courses or even professional careers in dance, choreography, or other performing arts.
- **Connection to Other Art Forms:** Dance I connect students to music, visual arts, and theatre, creating a holistic arts education experience and encouraging interdisciplinary thinking and collaboration.

### **Anticipated Enrollment:**

25

### **Disadvantages of Implementing the Course**

- **Instructional Personnel (Estimated teachers needed):**<sup>{1}</sup><sub>{SEP}</sub>
  - Dance instructor; can be current teacher with dance endorsement
- **Materials and Supplies (include estimated cost):**<sup>{1}</sup><sub>{SEP}</sub>
  - Music for classroom; can use CPPA music as provided
- **Textbooks (include estimated cost):**<sup>{1}</sup><sub>{SEP}</sub>
  - None

### **Submitted by (Name & School):**<sup>{1}</sup><sub>{SEP}</sub>

Dr. Joleen Neighbours, Coordinator of Fine and Performing Arts

Suffolk Public Schools

### **Date:**<sup>{1}</sup><sub>{SEP}</sub>

September 15, 2024

## 2025-2026 New Course Proposal and Rationale

**Course Name:**

Technology/Electronic Music IV

**SCED Code:**

05124

**Course Description:**

This advanced-level course is the culmination of the Technology/Electronic Music series and is designed for students who are pursuing a deeper mastery of electronic music production, sound design, and audio engineering. Students will focus on refining their skills in digital audio workstations (DAWs), MIDI programming, synthesis, and mixing techniques, as well as exploring advanced concepts in music composition, sound-scaping, and live performance technology. In this capstone course, students will engage in real-world projects, including producing complete tracks, soundtracks, or scores for multimedia projects, and participating in collaborative productions with other departments such as film, theatre, or dance. Emphasis is placed on creative independence, allowing students to develop a portfolio of work that showcases their individual style and technical expertise. Students will also explore career pathways in the music and entertainment industries, gaining insight into music licensing, distribution, and marketing through professional practices. Public performance or presentation of their work is required as part of the course, providing opportunities for students to demonstrate their proficiency and creativity.

**Course Level (Reg, Hnrs, AP, DE):**

Specialty Program - The Center for Performing and Production Arts at Lakeland High School  
Regular

**Grade Levels:**

11-12

**Credit:**

One (1)

**Prerequisites:**

Acceptance into The Center for Performing and Production Arts at Lakeland High School  
Technology/Electronic Music I, II, and III

**Standard of Learning Assessment or Industry Credential:**

Local Assessments

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### Rationale

The addition of Technology/Electronic Music IV to The Center for Performing and Production Arts at Lakeland High School provides students with a crucial capstone experience, allowing them to synthesize and apply the skills and knowledge gained throughout the series. This advanced course offers a rigorous, creative environment in which students can independently work on professional-grade projects, preparing them for collegiate study or entry into the music production field. The course enhances both technical and artistic skills by focusing on advanced audio production techniques, sound design, and digital music composition, which are essential in today's rapidly evolving music industry. Moreover, Technology/Electronic Music IV fosters cross-disciplinary collaboration, encouraging students to work with peers in other areas such as theatre, dance, and film. These collaborations simulate real-world production environments and develop students' ability to thrive in team-based settings. The course also provides career and college preparation by emphasizing portfolio development and exposing students to

the business side of music, including licensing and distribution, helping them build a competitive edge for future endeavors.

In response to growing industry demand, this course ensures that students are well-equipped with the latest tools, techniques, and creative strategies necessary for success in music technology. Additionally, it promotes creative independence by allowing students to develop their unique artistic voices while mastering complex technical skills, preparing them to become innovators and leaders in the field. The addition of Technology/Electronic Music IV rounds out the existing series, providing a comprehensive and industry-relevant education aligned with the mission of the Center for Performing and Production Arts.

### **Advantages of Implementing the Course**

- **Advanced Skill Development:** The course allows students to deepen their expertise in music technology, sound design, and audio engineering. This advanced skill set is crucial for those pursuing careers in the fast-evolving music and entertainment industries.
- **Capstone for Comprehensive Learning:** It serves as a culminating experience for students who have progressed through the earlier levels of electronic music, allowing them to integrate their knowledge and apply it to complex, real-world projects.
- **Career and College Readiness:** The course prepares students for post-secondary education and professional careers in music production, sound engineering, and related fields. It helps them build a portfolio of work that can be used for college admissions or professional opportunities.
- **Hands-On Experience with Industry Standards:** Students will gain hands-on experience with digital audio workstations (DAWs), MIDI programming, and other cutting-edge technologies used in today's music industry, ensuring they are familiar with industry standards.
- **Fostering Creative Independence:** The course encourages independent creative exploration, allowing students to develop their unique artistic voice and create professional-grade work, fostering autonomy and confidence in their abilities.
- **Cross-Disciplinary Collaboration:** Students will have opportunities to collaborate with peers in other areas such as theatre, film, and dance, simulating real-world production environments and building essential teamwork and communication skills.
- **Increased Student Engagement:** By offering a specialized course that aligns with students' interests in music and technology, the program increases student engagement, motivation, and retention in the arts.
- **Staying Current with Industry Trends:** Implementing the course ensures that the program remains up-to-date with the latest developments in music technology, keeping the curriculum relevant and competitive with other arts-focused schools and programs.
- **Culminating Public Performance:** The course provides opportunities for students to present their work publicly, through performances or multimedia projects, offering valuable experience in showcasing their talents and receiving feedback.
- **Expanded Pathways to Success:** The course opens doors to various careers beyond traditional music roles, including sound engineering, video game music production, film scoring, and more, offering students multiple pathways to success in the arts and entertainment industries.

### **Anticipated Enrollment:**

25

### **Disadvantages of Implementing the Course**

- **Instructional Personnel (Estimated teachers needed):**<sup>[1]</sup><sub>[SEP]</sub>
  - Personnel is already in place
- **Materials and Supplies (include estimated cost):**<sup>[1]</sup><sub>[SEP]</sub>
  - Materials and supplies needed are already in place
- **Textbooks (include estimated cost):**<sup>[1]</sup><sub>[SEP]</sub>
  - Would like to expand to ProTools

**Submitted by (Name & School):** [SEP]

Dr. Joleen Neighbours, Coordinator of Fine and Performing Arts  
Suffolk Public Schools

**Date:** [SEP]

September 15, 2024



## 2025-2026 New Course Proposal and Rationale

**Course Name:**

Music Recording and Production III

**SCED Code:**

05123

**Course Description:**

Offered exclusively at The Center for Performing and Production Arts at Lakeland High School, this advanced-level course allows students to expand upon the skills learned in Music Recording and Production II, delving deeper into the technical and creative aspects of music production. Students will refine their expertise in live sound engineering, audio recording, and production techniques using the latest technological advances available in the center's cutting-edge production lab. In Music Recording and Production III, students will explore advanced concepts in live sound reinforcement, audio mixing for visual media, and studio recording. The course emphasizes hands-on experience, enabling students to record in-house musicians, remix existing tracks, and produce original compositions. Through both collaborative and independent projects, students will master the full production process—from pre-production to the final mix—learning to manage projects efficiently in both live and studio settings.

Critical thinking and problem-solving are core to the curriculum as students apply advanced audio concepts to real-world scenarios. They will work with industry-standard software, hardware, and techniques, positioning them for success in the rapidly evolving music and entertainment industries. Public performances, live sound projects, and portfolio development are required, ensuring students leave with a comprehensive body of work, ready for college admissions or professional careers.

**Course Level (Reg, Hrs, AP, DE):**

Specialty Program - The Center for Performing and Production Arts at Lakeland High School  
Regular

**Grade Levels:**

11-12

**Credit:**

One (1)

**Prerequisites:**

Acceptance into The Center for Performing and Production Arts at Lakeland High School  
Music Recording and Production I, II

**Standard of Learning Assessment or Industry Credential:**

Local Assessments

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### Rationale

The rationale for adding Music Recording and Production III to The Center for Performing and Production Arts at Lakeland High School is to provide students with advanced skill development in audio recording, live sound reinforcement, and music production, building upon the foundations established in earlier levels. The course allows students to engage with industry-standard technology in a hands-on setting, preparing them for future careers or further study in music production and related fields. By offering access to cutting-edge equipment in the center's production lab, the course ensures that students gain real-world experience, making them competitive in the

evolving music and entertainment industries. Music Recording and Production III also fosters cross-disciplinary learning, encouraging collaboration between students in various areas of the performing arts, such as film, theatre, and music, which mirrors the collaborative nature of professional productions. This course emphasizes creative independence and problem-solving, as students take ownership of projects from start to finish, building critical thinking and project management skills that will serve them in both professional and academic environments.

Additionally, the course allows students to develop a portfolio of work, including live performances, recorded projects, and remixes, which is essential for college admissions or entry-level positions in the music industry. By offering a curriculum that is current and relevant to today's technology-driven production processes, Music Recording and Production III ensures that students are prepared for success. This course provides broad opportunities, whether students pursue higher education or enter the workforce directly, equipping them with skills applicable to a variety of fields, such as sound design, live performance engineering, and film scoring.

### **Advantages of Implementing the Course**

- **Advanced Technical Proficiency:** The course offers students the opportunity to develop sophisticated audio recording, mixing, and live sound engineering skills. This advanced instruction prepares them for more complex roles in the music and entertainment industries.
- **Hands-On Experience with Professional Tools:** Students will work with industry-standard software and hardware in the center's state-of-the-art production lab, gaining practical experience that mirrors professional environments. This hands-on learning ensures students are well-prepared for future academic or professional paths.
- **Creative Independence:** The course encourages students to take full ownership of their projects, fostering independence and decision-making skills. This builds confidence and enhances their ability to execute a complete production, from initial concept to final product.
- **Collaborative Learning:** By incorporating opportunities to collaborate with peers in other artistic disciplines, such as theatre, dance, and film, students gain essential teamwork and communication skills. These interdisciplinary projects mirror real-world creative production environments.
- **Portfolio Development:** Students will leave the course with a robust portfolio of work, including original compositions, remixes, live recordings, and collaborative projects. This portfolio is an invaluable tool for college admissions, internships, or job applications.
- **Career and College Preparation:** The course equips students with the skills and knowledge required for further study or entry-level careers in music production, audio engineering, sound design, and live performance engineering. It provides a clear pathway to success in the industry.
- **Problem-Solving and Critical Thinking:** Students will develop critical thinking skills through real-world projects that require them to troubleshoot technical issues and apply advanced audio concepts. This builds resilience and adaptability, preparing them for the dynamic challenges of professional audio environments.
- **Exposure to Modern Industry Practices:** With the course focusing on the latest advancements in music production technology and techniques, students will be at the forefront of industry trends, ensuring their education remains relevant to the current music landscape.
- **Engagement and Motivation:** For students passionate about music production, this advanced course offers a specialized and deeply engaging curriculum that keeps them motivated and invested in their education.
- **Wide Range of Career Pathways:** The skills acquired in this course are transferable to many areas of the entertainment industry, including sound design for video games, film scoring, podcast production, and more, giving students a variety of career options to explore.

### **Anticipated Enrollment:**

25

### **Disadvantages of Implementing the Course**

- **Instructional Personnel (Estimated teachers needed):**

1
SEP

  - Personnel is already in place

- **Materials and Supplies (include estimated cost):**
  - Materials and supplies needed are already in place
- **Textbooks (include estimated cost):**
  - Would like to expand to ProTools

**Submitted by (Name & School):**

Dr. Joleen Neighbours, Coordinator of Fine and Performing Arts

Suffolk Public Schools

**Date:**

September 15, 2024

## 2025-2026 New Course Proposal and Rationale

**Course Name:**

Music Recording and Production IV

**SCED Code:**

05123

**Course Description:**

As the final course in the Music Recording and Production series at The Center for Performing and Production Arts at Lakeland High School, Music Recording and Production IV represents the culmination of students' learning and mastery of audio production, live sound engineering, and music technology. In this capstone course, students will apply their advanced knowledge and skills to complete professional-grade projects, including original recordings, remixes, and live performances, in the center's state-of-the-art production lab. Students will be expected to take full creative and technical control of their projects, from conceptualization to final production. Emphasis will be placed on independent work, collaboration with other performing arts disciplines, and the application of industry-standard software and hardware. Through complex, real-world scenarios, students will refine their ability to troubleshoot and manage large-scale audio productions in both live and studio environments.

The course also focuses on professional practices such as project management, client relations, and portfolio development, ensuring students are fully prepared for post-secondary education or direct entry into the music production industry. By the end of Music Recording and Production IV, students will leave with a comprehensive portfolio showcasing their advanced production skills, ready to pursue careers or further study in the field.

**Course Level (Reg, Hnrs, AP, DE):**

Specialty Program - The Center for Performing and Production Arts at Lakeland High School  
Regular

**Grade Levels:**

11-12

**Credit:**

One (1)

**Prerequisites:**

Acceptance into The Center for Performing and Production Arts at Lakeland High School  
Music Recording and Production I, II, III

**Standard of Learning Assessment or Industry Credential:**

Local Assessments

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### **Rationale**

The rationale for offering Music Recording and Production IV as the final course in the series at The Center for Performing and Production Arts is centered on providing students with an opportunity to fully synthesize, apply, and demonstrate the skills they have developed throughout the program. As a capstone course, it allows students to take the lead on professional-level projects, applying advanced techniques in audio production, live sound engineering, and music technology. This course is essential for enabling students to transition from guided learning to independent project management, preparing them for the professional demands of the music and entertainment industries or further academic study. It provides the space for students to refine their creative and technical abilities, offering real-world experiences through recording, remixing, and live sound projects. The course also

emphasizes the importance of professional practices such as project management and client relations, critical skills for success in both college and career pathways.

Music Recording and Production IV ensures that students leave the program with a robust, professional portfolio that demonstrates their advanced skills in sound design, live audio, and studio recording. This course not only completes the series but also acts as a launching pad for students' post-secondary success in a highly competitive, technology-driven field. The rationale for the course is rooted in the need for comprehensive, advanced-level training that fully equips students for future opportunities in the evolving world of music production.

### **Advantages of Implementing the Course**

- **Capstone Experience:** As the culminating course in the series, it allows students to integrate and apply all of the skills they've developed in previous courses. This capstone project gives them the opportunity to showcase their expertise and creativity through complex, professional-level projects.
- **Advanced Technical Mastery:** The course enables students to refine and master advanced audio production techniques, including live sound engineering, mixing, and sound design. It ensures that they are prepared to meet the technical demands of the music and entertainment industries.
- **Real-World Application:** Through hands-on projects, students gain valuable real-world experience by working in professional production environments. They take full control of projects, simulating what they will encounter in college programs or professional careers.
- **Portfolio Development:** Students will leave the course with a comprehensive portfolio of work, including original recordings, remixes, and live sound projects. This portfolio is a critical tool for future college applications or job opportunities in the music production field.
- **Creative and Technical Independence:** The course emphasizes student-led projects, fostering independence in both the creative and technical aspects of music production. This independence builds confidence and prepares students to manage projects in professional settings.
- **Collaboration with Other Disciplines:** By engaging in interdisciplinary projects with other performing arts students, such as those in theatre, dance, and film, students gain valuable collaborative experience, which is essential in real-world production environments.
- **Professional Practices:** The course includes instruction on key industry practices, such as project management, client relations, and deadline management, ensuring that students are well-prepared for the professional world.
- **Career and College Readiness:** Music Recording and Production IV helps students transition to the next stage of their academic or professional journey. Whether pursuing higher education or entering the workforce, the skills and experiences gained in this course are directly applicable to careers in music production, sound engineering, and related fields.
- **Access to Industry-Standard Technology:** Students gain hands-on experience with the latest audio production software and hardware, ensuring that they are familiar with the tools and technologies used in the modern music industry.
- **Competitive Edge:** Completing this advanced course gives students a competitive edge in college admissions and the job market. They will have not only the technical skills but also the real-world experience and professional portfolio needed to stand out.

By implementing **Music Recording and Production IV**, the program offers students a complete, comprehensive education in music production, fully preparing them for the demands and opportunities of their future careers.

### **Anticipated Enrollment:**

25

### **Disadvantages of Implementing the Course**

- **Instructional Personnel (Estimated teachers needed):**

SEP
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  - Personnel is already in place

- **Materials and Supplies (include estimated cost):**
  - Materials and supplies needed are already in place
- **Textbooks (include estimated cost):**
  - Would like to expand to ProTools

**Submitted by (Name & School):**

Dr. Joleen Neighbours, Coordinator of Fine and Performing Arts

Suffolk Public Schools

**Date:**

September 15, 2024

## 2025-2026 New Course Proposal and Rationale

**Course Name:**

Musical Theatre II

**SCED Code:**

05060

**Course Description:**

Musical Theatre II is a continuation of the comprehensive study of the world of musical theatre, specifically designed to refine the skills of students in The Center for Performing and Production Arts. This course builds upon the foundational elements of singing, acting, and dancing explored in Musical Theatre I, with a focus on further integrating these disciplines into live performance. Students will engage in collaborative work with their peers, creating and performing musical theatre scenes and routines. The course emphasizes audition preparation, providing students with the tools necessary for successful auditions in both academic and professional settings. Additionally, students will delve into stagecraft, learning about the technical aspects of performance production, including lighting, set design, and costuming. Through a series of live performances, presentations, and scene work, students will have numerous opportunities to showcase their talents and demonstrate their growth as performers. Musical Theatre II aims to deepen students' understanding of the art form while honing the skills required for excellence in musical theatre.

**Course Level (Reg, Hnrs, AP, DE):**

Specialty Program - The Center for Performing and Production Arts at Lakeland High School

Regular

**Grade Levels:**

10-12

**Credit:**

One (1)

**Prerequisites:**

Acceptance into The Center for Performing and Production Arts at Lakeland High School

Musical Theatre I

**Standard of Learning Assessment or Industry Credential:**

Local Assessments

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### **Rationale**

The rationale for offering Musical Theatre II in The Center for Performing and Production Arts lies in its ability to refine and advance students' skills in singing, acting, and dancing, building on the foundation established in Musical Theatre I. This course provides students with the opportunity to continue developing their artistic abilities in a holistic manner, integrating all three disciplines to create well-rounded performers. It also emphasizes collaboration and teamwork, allowing students to work with their peers in the creation and performance of musical theatre scenes, which fosters essential communication skills and teamwork—crucial for both the arts and professional environments. Additionally, Musical Theatre II offers vital instruction in audition techniques and stagecraft, preparing students for success in academic or professional auditions. Live performance opportunities provide students with the chance to apply their training in real-world settings, enhancing their confidence and stage presence. As students progress, they gain more creative independence, taking responsibility for designing and

executing their performances, which fosters critical thinking and innovation. The course serves as a bridge to more advanced study and professional careers, equipping students with the tools they need to succeed in college programs and the performing arts industry. Musical Theatre II aligns with The Center for Performing and Production Arts' mission to cultivate technically proficient, creatively independent, and professionally prepared artists, fully ready to pursue careers in musical theatre.

### **Advantages of Implementing the Course**

- **Skill Advancement:** The course allows students to build on the foundational skills developed in Musical Theatre I, advancing their abilities in singing, acting, and dancing. This deepens their technical proficiency and performance quality, preparing them for more demanding roles.
- **Interdisciplinary Integration:** Musical Theatre II continues the integration of singing, acting, and dancing into cohesive live performances, fostering a well-rounded education in the performing arts. Students gain a deeper understanding of how these disciplines work together to create dynamic performances.
- **Collaboration and Teamwork:** The course emphasizes group projects and performances, helping students develop essential collaboration skills. Learning to work in teams mirrors real-world theatre production environments, enhancing communication, cooperation, and leadership abilities.
- **Professional Audition Preparation:** Musical Theatre II provides focused instruction on audition techniques, a crucial skill for students looking to enter competitive college programs or professional theatre. Understanding how to prepare for and succeed in auditions sets students up for future success.
- **Stagecraft and Technical Skills:** By delving into stagecraft, students gain knowledge in technical areas such as lighting, set design, and costuming. These skills provide a comprehensive understanding of theatre production and help students appreciate the behind-the-scenes work essential to successful performances.
- **Live Performance Experience:** Students will gain valuable experience performing live, which is critical for building confidence, stage presence, and adaptability. These performances serve as opportunities to showcase their growth and receive feedback, preparing them for the challenges of professional work.
- **Creative Independence:** As students are given more responsibility in designing and executing their own musical theatre scenes and routines, they develop creative independence. This fosters critical thinking, decision-making, and the ability to express their own artistic vision.
- **Portfolio and College Readiness:** The live performances and scene work produced in the course contribute to a student's portfolio, which is a valuable asset for college admissions or professional auditions. The course helps students stand out in competitive performing arts programs.
- **Career Preparation:** Musical Theatre II prepares students for advanced study or careers in the performing arts by developing their skills and professionalism. The course serves as a stepping stone for those seeking further education or entry into the theatre industry.
- **Enhanced Engagement:** By continuing to challenge students with more advanced projects, the course keeps them engaged and motivated in their artistic pursuits, fostering a passion for musical theatre and the performing arts.

By implementing Musical Theatre II, students receive a comprehensive, advanced education in the performing arts, setting them up for continued success in their academic and professional journeys.

### **Anticipated Enrollment:**

25

### **Disadvantages of Implementing the Course**

- **Instructional Personnel (Estimated teachers needed):**<sup>[1][1]</sup><sub>[SEP]</sub>
  - Personnel is already in place
- **Materials and Supplies (include estimated cost):**<sup>[1][1]</sup><sub>[SEP]</sub>
  - Materials and supplies needed are already in place
- **Textbooks (include estimated cost):**<sup>[1][1]</sup><sub>[SEP]</sub>
  - Music used per CPPA



**Submitted by (Name & School):** [SEP]

Dr. Joleen Neighbours, Coordinator of Fine and Performing Arts  
Suffolk Public Schools

**Date:** [SEP]

September 15, 2024

## 2025-2026 New Course Proposal and Rationale

**Course Name:**

Drama-Independent Study (capstone)

**SCED Code:**

05097

**Course Description:**

Drama-Independent Study serves as the first part of the capstone course for senior theatre students at The Center for Performing and Production Arts, offering an opportunity to synthesize the skills and knowledge acquired over four years of study. In this course, students will embark on an independent project that reflects their personal artistic growth and demonstrates mastery of acting, directing, playwriting, or another area of focus within the theatre arts. Students will work closely with a faculty mentor to design and execute a project that explores a specific theatrical topic or creative endeavor. Whether it involves directing a short play, writing an original script, or creating a performance piece, the project will require extensive research, planning, and execution, emphasizing both artistic and technical expertise. In Part 1, students will focus on the planning, research, and proposal development stages of their independent project. This includes identifying their area of focus, establishing goals, conducting in-depth research, and creating a timeline for project completion. Students will present a formal project proposal and begin the preliminary work needed to bring their vision to life. Collaboration with peers and faculty will ensure the project reflects the depth of their artistic journey and prepares them for their culminating performance or presentation in Part 2. This course sets the stage for an in-depth, creative exploration of theatre, highlighting the student's unique voice and talents developed throughout their high school career.

**Course Level (Reg, Hrs, AP, DE):**

Specialty Program - The Center for Performing and Production Arts at Lakeland High School  
Regular

**Grade Levels:**

12

**Credit:**

One (1)

**Prerequisites:**

Acceptance into The Center for Performing and Production Arts at Lakeland High School  
All courses related to CPPA pathway specialty program with a theatre/film focus  
Can be taken sequentially or concurrently with Theatre-Workplace Experience

**Standard of Learning Assessment or Industry Credential:**

Local Assessments

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### Rationale

The rationale for offering Drama-Independent Study as a capstone course at The Center for Performing and Production Arts is centered on providing theatre students with an opportunity to culminate their four years of study in a meaningful and individualized way. After years of building foundational skills in acting, directing, playwriting, and other areas of theatre arts, this course allows students to apply their cumulative knowledge in an independent, creative project that reflects their unique talents, interests, and aspirations. By designing and executing a project of their choosing, students are encouraged to take ownership of their learning and artistic journey, fostering a sense of

creative independence. This course also enables students to deepen their understanding of a particular area of theatre that they are passionate about, whether that's acting, directing, or technical theatre, through research, project development, and practical application. It encourages critical thinking, problem-solving, and project management, all of which are crucial for success in both academic and professional environments.

Additionally, Drama-Independent Study provides students with the invaluable experience of working closely with a faculty mentor, receiving personalized feedback and guidance. The project-based nature of the course helps students develop skills in time management, collaboration, and self-discipline, preparing them for the demands of college-level theatre programs or professional theatre work. Ultimately, this course serves as a capstone to the comprehensive theatre education offered at the center, showcasing the culmination of the students' four-year journey while allowing them to demonstrate their creativity, artistic growth, and readiness for the next stage of their career or academic pursuits.

### **Advantages of Implementing the Course**

- **Creative Independence:** The course empowers students to take full ownership of their learning by developing an independent project. This allows them to explore their personal artistic voice, fostering self-confidence, autonomy, and decision-making skills that are crucial in both the arts and life.
- **Synthesis of Four Years of Study:** By requiring students to draw from their entire theatre education, this course provides an opportunity to apply all the skills and knowledge acquired over four years. It helps students integrate acting, directing, playwriting, and technical theatre into a cohesive final project.
- **Personalized Learning:** Working closely with a faculty mentor, students receive tailored feedback and guidance that is specific to their individual project. This one-on-one mentorship ensures that each student's needs and creative goals are supported throughout the process.
- **Project Management and Problem-Solving:** Students will be required to manage all aspects of their project, from research and development to execution and presentation. This hands-on experience fosters critical thinking, time management, and problem-solving skills—essential tools for both college and career readiness.
- **Showcase of Artistic Growth:** The independent study project serves as a capstone, allowing students to publicly showcase their artistic growth. Whether performing, directing, or writing, students will have the opportunity to demonstrate their skills in a final presentation, adding a significant piece of work to their portfolio.
- **Career and College Preparation:** This course is designed to simulate the independent, project-based work that students will encounter in college programs or professional theatre careers. By managing a project from concept to execution, students are better prepared for the self-discipline and creative challenges of higher education or industry work.
- **Collaboration and Leadership:** While focusing on individual projects, students also engage in collaborative environments, working with peers and faculty to refine their work. This experience develops teamwork and leadership skills, both of which are essential in the performing arts and beyond.
- **Portfolio Development:** The final project produced in this course will be a significant addition to students' portfolios, showcasing their ability to independently create, manage, and execute a high-quality theatre project. This is invaluable for college admissions, auditions, or professional work.
- **Real-World Application:** By giving students the responsibility to develop and implement a project, this course provides a real-world simulation of professional theatre production. The experience of working under deadlines, collaborating with others, and managing logistics mirrors the dynamics of the professional arts world.
- **Increased Engagement and Motivation:** By allowing students to pursue their passions and interests in a self-directed project, the course increases engagement and motivation. Students are more likely to be invested in their work when it aligns with their individual artistic goals.

Implementing Drama-Independent Study offers students a capstone experience that not only celebrates their artistic journey but also prepares them for the next stage of their education or career with practical, real-world

skills.

## **Anticipated Enrollment:**

25

## **Disadvantages of Implementing the Course**

- **Instructional Personnel (Estimated teachers needed):**<sup>[L]</sup><sub>[SEP]</sub>
  - Personnel is already in place
- **Materials and Supplies (include estimated cost):**<sup>[L]</sup><sub>[SEP]</sub>
  - Materials and supplies needed are already in place
- **Textbooks (include estimated cost):**<sup>[L]</sup><sub>[SEP]</sub>
  - Materials used per CPPA

## **Submitted by (Name & School):**<sup>[L]</sup><sub>[SEP]</sub>

Dr. Joleen Neighbours, Coordinator of Fine and Performing Arts

Suffolk Public Schools

## **Date:**<sup>[L]</sup><sub>[SEP]</sub>

September 15, 2024

## 2025-2026 New Course Proposal and Rationale

**Course Name:**

Drama-Workplace Experience (capstone)

**SCED Code:**

05098

**Course Description:**

Drama-Workplace Experience is the culminating course for theatre/film focused students at The Center for Performing and Production Arts, providing them with real-world experience in a professional theatre or related arts environment. This course follows the Drama-Independent Study capstone, where students have refined their skills through independent project work. Now, they will apply those skills in a hands-on, practical setting, bridging the gap between academic learning and professional practice.

Students will participate in internships, fieldwork, or production-based placements in local theaters, arts organizations, or within the school's own theatre department. Under the supervision of both faculty and industry professionals, students will engage in all aspects of theatre production, including performance, directing, technical design, stage management, and marketing. This real-world experience will further develop their understanding of the theatre industry, enhance their leadership and teamwork abilities, and provide a direct pathway into professional work or advanced study. Throughout the course, students will reflect on their experiences, document their learning, and complete a final presentation or portfolio showcasing the skills and knowledge gained from their workplace experience. This course serves as the final step in their journey, offering them the opportunity to transition from student to professional while gaining invaluable industry exposure, bridging the gap between academic theatre training and professional practice, offering students direct engagement with the industry.

**Course Level (Reg, Hrs, AP, DE):**

Specialty Program - The Center for Performing and Production Arts at Lakeland High School

Regular

**Grade Levels:**

12

**Credit:**

One (1)

**Prerequisites:**

Acceptance into The Center for Performing and Production Arts at Lakeland High School

All courses related to CPPA pathway specialty program with a theatre/film focus

Can be taken sequentially or concurrently with Theatre-Independent Study

**Standard of Learning Assessment or Industry Credential:**

Local Assessments

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### Rationale

The rationale for offering Drama-Workplace Experience as the culmination of the theatre capstone at The Center for Performing and Production Arts is to provide students with a practical, hands-on application of the skills and knowledge they've developed throughout their academic journey. Following, or in conjunction with, the Drama-Independent Study, this course allows students to bridge the gap between the classroom and the professional world, offering real-world experience in a working theatre environment or related arts field. One of the key benefits

of this course is the opportunity for students to apply their refined skills in a live setting, whether through internships, production-based placements, or participation in professional productions. This practical experience is invaluable for understanding the dynamics of the theatre industry, including production, performance, stage management, and marketing. Engaging directly with industry professionals provides students with critical insights into the day-to-day operations of the theatre world, helping them develop a deeper understanding of the professional standards and expectations they will encounter in their careers. The course also allows students to enhance their leadership, communication, and teamwork skills in real-world contexts, which are crucial for success in the performing arts and other professional fields. By gaining industry exposure, students will build important professional networks, helping them transition more smoothly into the workforce or advanced study. Additionally, through reflective documentation and the creation of a final portfolio or presentation, students can showcase their accomplishments, which will be instrumental in furthering their educational and career pursuits.

### **Advantages of Implementing the Course**

- **Real-World Experience:** The course offers students hands-on experience in a professional theatre or arts environment. This exposure is invaluable for understanding the practical aspects of the theatre industry, such as production, stage management, and performance in a real-world context.
- **Application of Skills:** Students are able to apply the skills they've developed throughout their academic journey, particularly in the Drama-Independent Study course. This real-world application reinforces their learning and helps them gain confidence in their abilities.
- **Industry Insight:** By working alongside professionals, students gain firsthand knowledge of how the theatre industry operates, including production workflows, time management, and the collaborative nature of theatre. This insight is critical for those looking to pursue careers in the performing arts.
- **Professional Networking:** Through internships, placements, or working with theatre companies, students have the opportunity to build professional relationships and expand their network. These connections can be key to future job opportunities, internships, or mentorships.
- **Career Readiness:** The Drama-Workplace Experience course helps students transition from an academic setting to the professional world, equipping them with the skills, experience, and confidence needed to pursue careers in the arts or related fields. It provides a direct pathway to employment or further study.
- **Enhanced Leadership and Teamwork Skills:** Working in a professional environment encourages students to develop strong leadership and collaboration skills. By engaging in production tasks or working with professionals on set, students learn to manage teams, solve problems, and communicate effectively.
- **Portfolio and Resume Development:** Throughout the course, students will document their experience and create a final presentation or portfolio. This portfolio will serve as a powerful tool for job applications, college admissions, or auditions, showcasing their experience and accomplishments.
- **Increased Engagement and Motivation:** By stepping into a professional setting, students experience a heightened sense of responsibility and excitement, which increases their motivation to excel and fully engage with their projects and learning.
- **Seamless Transition to Professional or Academic Pathways:** The course provides a bridge between the classroom and future professional or academic pursuits. Whether students aim to enter the workforce immediately or continue to college, they will leave with a clear understanding of what is required to succeed in the theatre or related industries.
- **Comprehensive Capstone Experience:** Drama-Workplace Experience serves as the final step in a student's theatre education, allowing them to synthesize everything they've learned over four years. It provides a capstone experience that prepares them holistically for the next stage of their journey.

By implementing this course, students gain essential, hands-on experience that positions them for success in their future careers and studies, making them competitive candidates in the arts industry and beyond.

### **Anticipated Enrollment:**

## **Disadvantages of Implementing the Course**

- **Instructional Personnel (Estimated teachers needed):**
  - Personnel is already in place
- **Materials and Supplies (include estimated cost):**
  - Materials and supplies needed are already in place
- **Textbooks (include estimated cost):**
  - Materials used per CPPA

### **Submitted by (Name & School):**

Dr. Joleen Neighbours, Coordinator of Fine and Performing Arts

Suffolk Public Schools

### **Date:**

September 15, 2024

## 2025-2026 New Course Proposal and Rationale

**Course Name:**

Music-Independent Study (capstone)

**SCED Code:**

05147

**Course Description:**

Music-Independent Study serves as the capstone course for senior music students at The Center for Performing and Production Arts, offering an opportunity to synthesize the skills and knowledge acquired over four years of study. In this course, students will embark on an independent project that reflects their personal artistic growth and demonstrates mastery in either music performance, composition, production, or another area of focus within the musical arts. Students will work closely with a faculty mentor to design and execute a project that explores a specific musical topic or creative endeavor. Whether the project involves performing a recital, composing an original piece, producing a recording, or managing a live sound production, it will require extensive research, planning, and execution, emphasizing both artistic and technical expertise.

In the first phase, students will focus on the planning, research, and proposal development stages of their independent project. This includes identifying their area of focus, establishing goals, conducting in-depth research, and creating a timeline for project completion. Students will present a formal project proposal and begin the preliminary work necessary to bring their vision to life. Collaboration with peers and faculty will ensure the project reflects the depth of their artistic journey and prepares them for their culminating performance or presentation. This course sets the stage for an in-depth, creative exploration of music, highlighting the student's unique voice and talents developed throughout their high school career.

**Course Level (Reg, Hrs, AP, DE):**

Specialty Program - The Center for Performing and Production Arts at Lakeland High School

Regular

**Grade Levels:**

12

**Credit:**

One (1)

**Prerequisites:**

Acceptance into The Center for Performing and Production Arts at Lakeland High School

All courses related to CPPA pathway specialty program with a music focus

Can be taken sequentially or concurrently with Music-Workplace Experience

**Standard of Learning Assessment or Industry Credential:**

Local Assessments

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### Rationale

The rationale for offering Music-Independent Study as a capstone course at The Center for Performing and Production Arts is to provide senior music students with a unique opportunity to apply the knowledge and skills they've acquired over four years of study in a focused, independent project. This course fosters creative independence and allows students to explore their personal artistic vision, whether as a performer, composer, producer, or technician. It provides a platform for students to demonstrate mastery in their chosen area of focus,



preparing them for the next step in their academic or professional journey. By working closely with a faculty mentor, students receive personalized guidance while developing critical thinking, project management, and technical skills essential for success in the music industry. This course emphasizes the importance of both artistic and technical expertise, as students are expected to conduct in-depth research, plan extensively, and execute their projects with precision. The independent nature of the course helps students build self-discipline, responsibility, and leadership skills, all of which are valuable in both academic settings and real-world career environments. Additionally, Music-Independent Study serves as a culmination of the students' high school music education, giving them the opportunity to create a professional-level project that can be used for college admissions, portfolios, or auditions. This course ensures that students are well-prepared for advanced study or entry into the music industry by giving them the chance to apply their skills in a comprehensive, creative, and independent manner.

### **Advantages of Implementing the Course**

- **Creative Independence:** The course allows students to take full ownership of their learning by developing and executing an independent project. This fosters self-discipline, confidence, and decision-making skills, preparing them for future academic or professional challenges.
- **Tailored Focus on Individual Interests:** By allowing students to choose their area of focus—whether performance, composition, production, or music technology—the course caters to individual passions and career goals. This personalized approach deepens engagement and motivation.
- **Synthesis of Four Years of Learning:** The course provides an opportunity for students to synthesize and apply the knowledge and skills gained throughout their high school music education. It serves as a comprehensive review and application of technical and artistic skills.
- **Portfolio and Resume Development:** Students will produce a professional-level project, whether a recital, composition, or music production, that can be used for college applications, auditions, or portfolios. This tangible product showcases their abilities to future educators or employers.
- **Mentorship and Personalized Feedback:** Working closely with a faculty mentor ensures that students receive personalized guidance and feedback throughout their project. This one-on-one mentorship provides invaluable insight and support, refining their creative and technical abilities.
- **Preparation for Advanced Study or Career:** The course simulates the kind of independent work expected in college music programs or professional settings, helping students develop time management, research, and critical thinking skills that are essential for success.
- **Real-World Application:** Whether through producing a music recording, managing live sound, or performing a recital, students gain hands-on experience in their chosen area. This real-world application of their skills bridges the gap between classroom learning and industry expectations.
- **Leadership and Project Management:** By taking responsibility for all aspects of their project—planning, research, execution—students develop important leadership and project management skills that will serve them in any career path.
- **Cross-Disciplinary Collaboration:** The course may encourage collaboration with other students or departments, fostering teamwork and exposing students to broader perspectives in the performing arts.
- **Culminating Experience:** As a capstone, this course provides a fitting conclusion to students' high school music education, celebrating their growth while preparing them for future opportunities in music or other fields.

The course gives students the chance to showcase their talents, deepen their learning, and prepare for the next stage in their artistic journey, making it a critical part of a comprehensive music education.

### **Anticipated Enrollment:**

25

### **Disadvantages of Implementing the Course**

- **Instructional Personnel (Estimated teachers needed):**  $\begin{matrix} 1 \\ \text{SEP} \end{matrix}$

- o Personnel is already in place
- **Materials and Supplies (include estimated cost):**
- o Materials and supplies needed are already in place
- **Textbooks (include estimated cost):**
- o Materials used per CPPA

**Submitted by (Name & School):**

Dr. Joleen Neighbours, Coordinator of Fine and Performing Arts

Suffolk Public Schools

**Date:**

September 15, 2024

## 2025-2026 New Course Proposal and Rationale

**Course Name:**

Music-Workplace Experience (capstone)

**SCED Code:**

05148

**Course Description:**

Music-Workplace Experience is a capstone course designed for senior students at The Center for Performing and Production Arts, offering real-world experience in a professional music environment. Whether focused on performance, composition, sound engineering, or live music production, this course gives students the opportunity to apply their skills in a hands-on setting. Working in partnership with local music organizations, recording studios, or live performance venues, students will gain direct exposure to the music industry. Under the supervision of both faculty and industry professionals, students will engage in tasks such as sound engineering, music performance, live sound reinforcement, or studio production, depending on their area of focus. This real-world application of their skills will deepen their understanding of the technical and artistic demands of the music industry, while enhancing their professional readiness.

The course emphasizes practical experience and the development of industry-relevant skills, including collaboration, problem-solving, and leadership. Through this immersive experience, students will build a professional portfolio and gain networking opportunities that will serve them in pursuing future careers or advanced study. Music-Workplace Experience may be taken simultaneously or sequentially with Music-Independent Study, allowing students to apply both their creative and technical expertise in a professional context.

**Course Level (Reg, Hnrs, AP, DE):**

Specialty Program - The Center for Performing and Production Arts at Lakeland High School  
Regular

**Grade Levels:**

12

**Credit:**

One (1)

**Prerequisites:**

Acceptance into The Center for Performing and Production Arts at Lakeland High School  
All courses related to CPPA pathway specialty program with a theatre focus  
Can be taken sequentially or concurrently with Music-Independent Study

**Standard of Learning Assessment or Industry Credential:**

Local Assessments

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### Rationale

Music-Workplace Experience, as a capstone course at The Center for Performing and Production Arts, is to provide students with a critical opportunity to transition from academic learning to professional practice. By working directly in a music-related environment—whether in performance, recording, live sound engineering, or production—students gain invaluable real-world experience that enhances both their technical and artistic skills. The course bridges the gap between classroom instruction and industry expectations, allowing students to apply the knowledge and expertise they've developed throughout their high school music education in a professional context. Through

this practical, hands-on experience, students deepen their understanding of the music industry, building not only technical competence but also critical soft skills like collaboration, communication, and leadership.

The course provides students with networking opportunities, allowing them to build relationships with industry professionals that can help launch their careers or provide pathways for further study. The course also helps students develop a professional portfolio, giving them a tangible product of their work to present to future employers or college programs. Offering this course sequentially or concurrently with Music-Independent Study allows students to apply their independent project work in real-world scenarios, reinforcing both creative and technical aspects of their music education. Ultimately, the course prepares students for the next phase of their journey, whether that be college, a professional career, or further training in the music industry.

### **Advantages of Implementing the Course**

- **Real-World Application:** The course allows students to apply the skills they've learned in a professional setting, whether in live performance, sound engineering, or music production. This hands-on experience is invaluable for transitioning from academic learning to real-world practice.
- **Industry Exposure:** By working with professionals in the music industry, students gain firsthand insight into how the industry operates, including technical standards, production processes, and the dynamics of live performance. This exposure prepares students for the realities of the professional world.
- **Networking Opportunities:** The course provides students with the chance to build relationships with industry professionals. These connections can lead to internships, mentorships, job opportunities, or further training, offering a direct pathway into the music industry.
- **Skill Enhancement:** Students further develop both their technical and soft skills. Whether they are learning how to manage live sound, handle studio equipment, or collaborate with a production team, they will enhance critical skills like problem-solving, communication, and leadership.
- **Professional Portfolio Development:** As students engage in real-world projects, they can document their work to build a professional portfolio. This portfolio will be a powerful tool for future job applications, college admissions, or auditions, demonstrating their experience and capabilities.
- **Career and College Readiness:** By offering practical experience in a music-related workplace, the course helps students transition smoothly into professional careers or advanced study. They gain a clearer understanding of the expectations and demands of the industry, making them better prepared for the future.
- **Enhanced Engagement:** The opportunity to work in a real-world setting increases student engagement and motivation. Students are more likely to be invested in their work when they see how it directly relates to their future goals.
- **Cross-Disciplinary Learning:** Students working in music workplaces may collaborate with professionals in related fields, such as film, theatre, or event management, gaining a broader understanding of the arts and how different disciplines intersect.
- **Leadership and Initiative:** The course encourages students to take ownership of their work, helping them develop leadership skills and a proactive mindset. They learn how to manage projects, work independently, and contribute to a professional team.
- **Flexible Integration with Independent Study:** The option to take Music-Workplace Experience concurrently or sequentially with Music-Independent Study allows students to integrate their creative projects with real-world application. This flexibility supports different learning styles and career goals.

Implementing this course equips students with the experience, skills, and professional connections needed to succeed in the music industry or further education, ensuring they are well-prepared for the next stage of their career.

### **Anticipated Enrollment:**

## **Disadvantages of Implementing the Course**

- **Instructional Personnel (Estimated teachers needed):**
  - Personnel is already in place
- **Materials and Supplies (include estimated cost):**
  - Materials and supplies needed are already in place
- **Textbooks (include estimated cost):**
  - Materials used per CPPA

### **Submitted by (Name & School):**

Dr. Joleen Neighbours, Coordinator of Fine and Performing Arts

Suffolk Public Schools

### **Date:**

September 15, 2024

## 2025-2026 New Course Proposal and Rationale

**Course Name:**

Chamber Ensemble Vocal II (year 3 vocal)

**SCED Code:**

05111

**Course Description:**

Chamber Ensemble Vocal II is an advanced course designed for students at The Center for Performing and Production Arts (CPPA) who have successfully completed two years of vocal studies. This course focuses on refining vocal technique, ensemble precision, and musical expression, offering students an in-depth exploration of complex choral repertoire across various genres and styles. Students are required to audition for the district choir and participate in ensemble assessment events, further developing their skills through feedback and evaluation. Emphasis is placed on advanced sight-reading, harmonization, and vocal blend, with a goal of achieving a high level of artistry in both individual and group performance. Consistent public performances are integral to this course, giving students opportunities to showcase their talents and growth in live settings. These performances, both within the school and the broader community, help students develop stage presence, confidence, and professionalism. Chamber Ensemble Vocal II is tailored for students aspiring to pursue collegiate-level vocal studies or professional performance. The course cultivates technical mastery, teamwork within the ensemble, and the ability to perform with artistic excellence.

**Course Level (Reg, Hnrs, AP, DE):**

Specialty Program - The Center for Performing and Production Arts at Lakeland High School

Regular

**Grade Levels:**

11

**Credit:**

One (1)

**Prerequisites:**

Acceptance into The Center for Performing and Production Arts at Lakeland High School

CPPA Vocal/Choral Ensemble

**Standard of Learning Assessment or Industry Credential:**

Local Assessments

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### Rationale

The rationale for offering Chamber Ensemble Vocal II at The Center for Performing and Production Arts (CPPA) is based on the need to provide advanced vocal students with continued, focused instruction that builds on the foundation of their first two years of vocal studies. As students progress, they require more specialized training to develop the technical, musical, and performance skills necessary for higher levels of artistic achievement. This course is designed to challenge students with more complex choral repertoire, demanding a higher level of precision, musicality, and ensemble cohesion. By requiring mandatory participation in district choir auditions and ensemble assessments, students are held to professional standards, gaining valuable experience in competitive and evaluative environments that prepare them for collegiate auditions and real-world performance opportunities. Additionally, consistent public performances offer students the chance to apply their learning in live settings,

developing their stage presence, confidence, and professionalism. These opportunities are crucial for students aiming to pursue careers in music or further study in college vocal programs, as they simulate the expectations of professional performers.

The course also emphasizes collaboration and teamwork within the ensemble, fostering skills that are essential not only for vocal performance but also for personal and professional development in any field. The course provides students with the comprehensive, advanced training they need to succeed as performers and prepares them for the challenges of higher education and professional careers in the arts.

### **Advantages of Implementing the Course**

Taking Chamber Ensemble Vocal II at The Center for Performing and Production Arts offers numerous advantages for advanced vocal students. The course provides rigorous training in advanced vocal techniques, harmonization, sight-reading, and musical expression, helping students refine both their individual and ensemble performance skills. By engaging in district choir auditions and ensemble assessments, students gain valuable experience in competitive environments, which prepares them for collegiate auditions, scholarships, and professional opportunities in music. One of the major benefits of the course is the consistent public performance experience, which helps students develop confidence, stage presence, and professionalism in live settings—skills essential for aspiring musicians. The focus on collaboration within the ensemble fosters teamwork and communication skills, preparing students for group performance as well as other professional environments. Additionally, exposure to complex and diverse musical repertoire broadens students' understanding of different styles and techniques, enriching their overall musical education. Students are encouraged to explore new levels of artistic expression, challenging themselves to grow both creatively and technically. Regular rehearsals, performances, and assessments cultivate discipline, time management, and a strong work ethic, which are vital qualities for success in any future academic or professional pursuit. Feedback from instructors and professionals provides valuable insights, enabling continuous improvement and helping students build a strong performance portfolio that can be used for college applications, auditions, or scholarships.

### **Anticipated Enrollment:**

25

### **Disadvantages of Implementing the Course**

- **Instructional Personnel (Estimated teachers needed):**<sup>[L]</sup><sub>[SEP]</sub>
  - Personnel is already in place
- **Materials and Supplies (include estimated cost):**<sup>[L]</sup><sub>[SEP]</sub>
  - Materials and supplies needed are already in place
- **Textbooks (include estimated cost):**<sup>[L]</sup><sub>[SEP]</sub>
  - Materials used per CPPA

### **Submitted by (Name & School):**<sup>[L]</sup><sub>[SEP]</sub>

Dr. Joleen Neighbours, Coordinator of Fine and Performing Arts

Suffolk Public Schools

**Date:**<sup>[L]</sup><sub>[SEP]</sub>

September 15, 2024

## 2025-2026 New Course Proposal and Rationale

**Course Name:**

Artist Band (year 4)

**SCED Code:**

05101

**Course Description:**

Artist Band is the senior level course in the instrumental track at The Center for Performing and Production Arts (CPPA), designed for students who have successfully completed three years of advanced instrumental study. As the highest level of instrumental ensemble training, this course focuses on refining technical proficiency, artistic interpretation, and ensemble performance at a pre-professional level. Students will explore a challenging repertoire across a wide range of genres, emphasizing complex harmonization, sight-reading proficiency, and musical expression. Students are expected to demonstrate leadership within the ensemble, collaborating closely with their peers and mentoring younger instrumentalists when applicable. Public performances are a key component of the course, with students participating in frequent concerts, community events, and school showcases, helping them develop stage presence, confidence, and professionalism. In addition, students are required to audition for district-level ensembles and participate in ensemble assessments, receiving valuable feedback to prepare them for collegiate-level auditions or professional engagements.

This course hones the technical and artistic skills necessary for high-level instrumental performance while encouraging personal artistry and expression. By the end of Artist Band, students will have mastered the technical and collaborative skills needed to pursue further studies in music or enter the performing arts industry, leaving the CPPA with a comprehensive portfolio of performance experiences.

**Course Level (Reg, Hrs, AP, DE):**

Specialty Program - The Center for Performing and Production Arts at Lakeland High School  
Regular

**Grade Levels:**

12

**Credit:**

One (1)

**Prerequisites:**

Acceptance into The Center for Performing and Production Arts at Lakeland High School  
CPPA Band/Instrumental Ensemble

**Standard of Learning Assessment or Industry Credential:**

Local Assessments

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### Rationale

The rationale for offering Artist Band as the senior course in the instrumental track at The Center for Performing and Production Arts (CPPA) is rooted in the need to provide students with advanced, pre-professional instrumental ensemble training that builds on the skills and experiences gained over their previous three years of study. This course represents the culmination of the students' artistic and technical development, allowing them to refine their abilities in complex repertoire, advanced sight-reading, and ensemble performance. By emphasizing leadership, both within the ensemble and as mentors to younger students, the course prepares students for the collaborative



and independent work required in collegiate-level music programs or professional performance environments. The course also encourages students to take ownership of their artistic growth by developing their personal musical expression and identity. Frequent public performances, auditions for district-level ensembles, and participation in ensemble assessments provide students with real-world performance experience and valuable feedback, essential for building the confidence and professionalism needed for auditions and performances in both academic and professional settings. This practical exposure ensures that students are well-prepared for the demands of higher education or careers in the performing arts.

Ultimately, Artist Band serves as the final step in a comprehensive instrumental education at the CPPA, equipping students with the mastery, experience, and professionalism required to transition seamlessly into the next stage of their artistic journey, whether pursuing further study or a career in the arts.

### **Advantages of Implementing the Course**

Taking Artist Band as the senior course in the instrumental track at The Center for Performing and Production Arts (CPPA) offers students numerous advantages. This course provides an opportunity to further refine advanced instrumental techniques, sight-reading skills, and ensemble performance, challenging students with complex harmonization and demanding repertoire. As the culmination of their instrumental studies, students are also given leadership and mentorship opportunities within the ensemble, allowing them to guide group performances and support younger musicians. These roles foster personal growth and leadership skills, which are invaluable in both academic and professional environments. Artist Band emphasizes pre-professional performance experience, with regular public performances, school showcases, and community events that build students' confidence and stage presence. In addition, the course prepares students for college and professional auditions by requiring auditions for district-level ensembles and participation in ensemble assessments, helping them develop the poise and technical expertise needed for competitive settings. The course also encourages personal artistic growth, allowing students to explore and develop their unique musical identity while mastering collaboration within the ensemble. Throughout the year, students will build a comprehensive performance portfolio that highlights their instrumental abilities, leadership, and technical expertise—an essential asset for college applications, auditions, or professional opportunities. The focus on teamwork and communication further develops collaboration skills, while regular feedback from instructors and adjudicators provides real-world insights into their performance abilities. This feedback ensures continuous growth and improvement.

Finally, the course helps students develop the confidence and professionalism needed for future careers in the performing arts or higher education. As the senior experience in their instrumental studies, this course prepares them for success in the next phase of their artistic journey, whether in college or a professional setting.

### **Anticipated Enrollment:**

25

### **Disadvantages of Implementing the Course**

- **Instructional Personnel (Estimated teachers needed):**<sup>[[L]]</sup><sub>[[SEP]]</sub>
  - Personnel is already in place
- **Materials and Supplies (include estimated cost):**<sup>[[L]]</sup><sub>[[SEP]]</sub>
  - Materials and supplies needed are already in place
- **Textbooks (include estimated cost):**<sup>[[L]]</sup><sub>[[SEP]]</sub>
  - Materials used per CPPA

**Submitted by (Name & School):**<sup>[[L]]</sup><sub>[[SEP]]</sub>

Dr. Joleen Neighbours, Coordinator of Fine and Performing Arts

**Date:**   
September 15, 2024

## 025-2026 New Course Proposal and Rationale

**Course Name:**

Artist Orchestra (year 4)

**SCED Code:**

05104

**Course Description:**

Artist Orchestra is the senior level course in the instrumental track at The Center for Performing and Production Arts (CPPA), designed for students who have successfully completed three years of advanced instrumental study. As the highest level of instrumental ensemble training, this course focuses on refining technical proficiency, artistic interpretation, and ensemble performance at a pre-professional level. Students will explore a challenging repertoire across a wide range of genres, emphasizing complex harmonization, sight-reading proficiency, and musical expression. Students are expected to demonstrate leadership within the ensemble, collaborating closely with their peers and mentoring younger instrumentalists when applicable. Public performances are a key component of the course, with students participating in frequent concerts, community events, and school showcases, helping them develop stage presence, confidence, and professionalism. In addition, students are required to audition for district-level ensembles and participate in ensemble assessments, receiving valuable feedback to prepare them for collegiate-level auditions or professional engagements.

This course hones the technical and artistic skills necessary for high-level instrumental performance while encouraging personal artistry and expression. By the end of Artist Orchestra, students will have mastered the technical and collaborative skills needed to pursue further studies in music or enter the performing arts industry, leaving the CPPA with a comprehensive portfolio of performance experiences.

**Course Level (Reg, Hrs, AP, DE):**

Specialty Program - The Center for Performing and Production Arts at Lakeland High School  
Regular

**Grade Levels:**

12

**Credit:**

One (1)

**Prerequisites:**

Acceptance into The Center for Performing and Production Arts at Lakeland High School  
CPPA Orchestra

**Standard of Learning Assessment or Industry Credential:**

Local Assessments

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### Rationale

The rationale for offering Artist Orchestra as the senior course in the instrumental track at The Center for Performing and Production Arts (CPPA) is rooted in the need to provide students with advanced, pre-professional instrumental ensemble training that builds on the skills and experiences gained over their previous three years of study. This course represents the culmination of the students' artistic and technical development, allowing them to refine their abilities in complex repertoire, advanced sight-reading, and ensemble performance. By emphasizing leadership, both within the ensemble and as mentors to younger students, the course prepares students for the

collaborative and independent work required in collegiate-level music programs or professional performance environments. The course also encourages students to take ownership of their artistic growth by developing their personal musical expression and identity. Frequent public performances, auditions for district-level ensembles, and participation in ensemble assessments provide students with real-world performance experience and valuable feedback, essential for building the confidence and professionalism needed for auditions and performances in both academic and professional settings. This practical exposure ensures that students are well-prepared for the demands of higher education or careers in the performing arts.

Ultimately, Artist Orchestra serves as the final step in a comprehensive instrumental education at the CPPA, equipping students with the mastery, experience, and professionalism required to transition seamlessly into the next stage of their artistic journey, whether pursuing further study or a career in the arts.

### **Advantages of Implementing the Course**

Taking Artist Orchestra as the senior course in the instrumental track at The Center for Performing and Production Arts (CPPA) offers students numerous advantages. This course provides an opportunity to further refine advanced instrumental techniques, sight-reading skills, and ensemble performance, challenging students with complex harmonization and demanding repertoire. As the culmination of their instrumental studies, students are also given leadership and mentorship opportunities within the ensemble, allowing them to guide group performances and support younger musicians. These roles foster personal growth and leadership skills, which are invaluable in both academic and professional environments. Artist Orchestra emphasizes pre-professional performance experience, with regular public performances, school showcases, and community events that build students' confidence and stage presence. In addition, the course prepares students for college and professional auditions by requiring auditions for district-level ensembles and participation in ensemble assessments, helping them develop the poise and technical expertise needed for competitive settings. The course also encourages personal artistic growth, allowing students to explore and develop their unique musical identity while mastering collaboration within the ensemble. Throughout the year, students will build a comprehensive performance portfolio that highlights their instrumental abilities, leadership, and technical expertise—an essential asset for college applications, auditions, or professional opportunities. The focus on teamwork and communication further develops collaboration skills, while regular feedback from instructors and adjudicators provides real-world insights into their performance abilities. This feedback ensures continuous growth and improvement.

Finally, the course helps students develop the confidence and professionalism needed for future careers in the performing arts or higher education. As the senior experience in their instrumental studies, this course prepares them for success in the next phase of their artistic journey, whether in college or a professional setting.

### **Anticipated Enrollment:**

25

### **Disadvantages of Implementing the Course**

- **Instructional Personnel (Estimated teachers needed):**<sup>[1][1]</sup><sub>[SEP]</sub>
  - Personnel is already in place
- **Materials and Supplies (include estimated cost):**<sup>[1][1]</sup><sub>[SEP]</sub>
  - Materials and supplies needed are already in place
- **Textbooks (include estimated cost):**<sup>[1][1]</sup><sub>[SEP]</sub>
  - Materials used per CPPA

**Submitted by (Name & School):**<sup>[1][1]</sup><sub>[SEP]</sub>

Dr. Joleen Neighbours, Coordinator of Fine and Performing Arts

Suffolk Public Schools

**Date:** [SEP]

September 15, 2024

## 2025-2026 New Course Proposal and Rationale

**Course Name:**

Artist Chorus (year 4)

**SCED Code:**

05111

**Course Description:**

Artist Chorus is the senior level course in the vocal track at The Center for Performing and Production Arts (CPPA), designed for students who have successfully completed three years of advanced choral study. As the highest level of vocal ensemble training, this course focuses on refining vocal technique, artistic interpretation, and ensemble performance at a pre-professional level. Students will explore a challenging repertoire from a wide range of genres, with an emphasis on complex harmonization, sight-reading proficiency, and vocal blend. Students are expected to demonstrate leadership within the ensemble, collaborating closely with their peers while also mentoring younger students when applicable. Public performances are a critical component of the course, with students participating in frequent concerts, community events, and school showcases to develop stage presence, confidence, and professionalism. In addition, students are required to audition for district choir and participate in ensemble assessments, gaining valuable feedback that will prepare them for collegiate-level auditions or professional engagements.

This course not only hones the technical and artistic skills necessary for high-level performance but also emphasizes personal artistry and expression, encouraging students to develop their unique vocal identity. By the end of Artist Chorus, students will have mastered the vocal and collaborative skills needed to pursue further studies in music or enter the performing arts industry, leaving the CPPA with a comprehensive portfolio of performance experiences.

**Course Level (Reg, Hrs, AP, DE):**

Specialty Program - The Center for Performing and Production Arts at Lakeland High School

Regular

**Grade Levels:**

12

**Credit:**

One (1)

**Prerequisites:**

Acceptance into The Center for Performing and Production Arts at Lakeland High School

CPPA Vocal

**Standard of Learning Assessment or Industry Credential:**

Local Assessments

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### Rationale

The rationale for offering Artist Chorus as the senior course in the vocal track at The Center for Performing and Production Arts (CPPA) is rooted in the need to provide students with an advanced, pre-professional level of vocal ensemble training that builds on the skills and experiences gained over their previous three years of study. This course represents the culmination of the students' artistic and technical development, allowing them to refine their abilities in complex repertoire, advanced sight-reading, and ensemble performance. By emphasizing leadership, both within the ensemble and as mentors to younger students, the course prepares students for the collaborative

and independent work required in collegiate-level music programs or professional performance environments. The course also encourages students to take ownership of their artistic growth by developing their personal vocal identity and expression. Frequent public performances, auditions for district choir, and participation in ensemble assessments provide students with real-world performance experience and feedback, essential for building the confidence and stage presence needed for professional or academic auditions. This practical exposure ensures students are well-prepared for the demands of higher education or careers in the performing arts.

Ultimately, Artist Chorus serves as the final step in a comprehensive vocal education at the CPPA, equipping students with the mastery, experience, and professionalism required to transition seamlessly into the next stage of their artistic journey, whether that be further study or a career in the arts.

### **Advantages of Implementing the Course**

Taking Artist Chorus as the senior course in the vocal track at The Center for Performing and Production Arts (CPPA) offers students numerous advantages. This course provides an opportunity to further refine advanced vocal techniques, sight-reading skills, and ensemble performance, challenging students with complex harmonization and demanding repertoire. As the culmination of their vocal studies, students are also given leadership and mentorship opportunities within the ensemble, allowing them to guide group performances and support younger students. These roles foster personal growth and leadership skills, which are invaluable in both academic and professional environments. It emphasizes pre-professional performance experience, with regular public performances, school showcases, and community events that build students' confidence and stage presence. In addition, the course prepares students for college and professional auditions by requiring auditions for district choir and participation in ensemble assessments, helping them develop the poise and technical expertise needed for competitive settings. The course also encourages personal artistic growth, allowing students to explore and develop their unique vocal identity while mastering collaboration within the ensemble.

Throughout the year, students will build a comprehensive performance portfolio that highlights their vocal abilities, leadership, and technical expertise—an essential asset for college applications, auditions, or professional opportunities. The focus on teamwork and communication further develops collaboration skills, while regular feedback from instructors and adjudicators provides real-world insights into their performance abilities. This feedback ensures continuous growth and improvement.

Finally, the course helps students develop the confidence and professionalism needed for future careers in the performing arts or higher education. As the capstone experience in their vocal studies, this course prepares them for success in the next phase of their artistic journey, whether in college or a professional setting.

### **Anticipated Enrollment:**

25

### **Disadvantages of Implementing the Course**

- **Instructional Personnel (Estimated teachers needed):**<sup>[L]</sup><sub>[SEP]</sub>
  - Personnel is already in place
- **Materials and Supplies (include estimated cost):**<sup>[L]</sup><sub>[SEP]</sub>
  - Materials and supplies needed are already in place
- **Textbooks (include estimated cost):**<sup>[L]</sup><sub>[SEP]</sub>
  - Materials used per CPPA

### **Submitted by (Name & School):**<sup>[L]</sup><sub>[SEP]</sub>

Dr. Joleen Neighbours, Coordinator of Fine and Performing Arts

Suffolk Public Schools

Date: [SEP]

September 15, 2024



## 2024-2025 New Course Proposal and Rationale

**Course Name:** Hospitality, Tourism, and Recreation II

**Course Number:** 8203 (SCED Code 16999)

**Course Description:**

Students build on concepts from Hospitality, Tourism, and Recreation I to continue preparation for careers in hospitality, tourism, and recreation industries by focusing on principles of operations in travel and tourism, lodging, food and beverage, conference and event planning, and customer service. Special attention is dedicated to the development of skills used specifically in the lodging industry.

**Grade Levels:** Suggested Grade Level 11, 12

**Credit:** 1

**Prerequisites:** Hospitality, Tourism, and Recreation I

**Standard of Learning Assessment:** None

**Rationale (State why this course is needed – support with level of student interest):** Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Advantages of Implementing the Course (Support with Data):** Implementing a hospitality, tourism, and recreation course in our school district offers several advantages:

- 1. Job Creation-** Such courses can equip students with the necessary skills for various roles in hospitality and tourism, increasing job opportunities and addressing workforce shortages in these sectors and boosting economic growth.
- 2. Community Development-** Better-trained professionals can improve local attractions and services, fostering community pride within this career path in our city.
- 3. Career Pathways-** The course provides students with a sequential elective that makes our student completers in a career pathway that encourages entrepreneurial opportunities in a growing and diverse industry, contributing to personal and professional development. Last school year we had 117 students that would have been able to benefit from having this opportunity to enroll to expand on their Hospitality, Tourism, and Recreation career pathway.

**Disadvantages of Implementing the Course (Support with Data):**

**Anticipated Enrollment:**

90-125 Students per school year

**Cost:**

**Instructional Personnel (Estimated teachers needed):** No New Teachers at this time.

**Materials and Supplies (include estimated cost):** \$3000.00 for Electronic Instructional Materials

**Textbooks (include estimated cost):**

Submitted by (Name & School): **Andre' Skinner** Date:**8/29/2024**

*\*Submit electronically to the appropriate content Coordinator/Director.*

Science-Katelyn Leitner      Social Studies-Katrina Cary      English-Jonita Shabazz Math-Kelly Greening  
World Languages - Keisha Melvin      CTE-Andre' Skinner

## **2025-2026 New Course Proposal and Rationale**

**Course Name:** Fashion Careers 1

**Course Number:** 19201G1012

**Course Description:** Students in Fashion Careers 1 participate in hands-on experiences creating original products while applying design techniques and skills. Work-based learning within the fashion industry is encouraged to provide opportunities for students to develop employability skills. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Grade Levels:** 10 - 12 **Credit:**

1 **Prerequisites:** Introduction to Fashion Careers I/8247 **Standard**

### **of Learning Assessment:**

Students who enroll in Fashion Careers 1 will not have an SOL assessment. Students will have to take the workplace readiness test.

### **Rationale (State why this course is needed – support with level of student interest):**

Introducing a new class course provides an opportunity to address gaps in the current curriculum and cultivate skills that are not sufficiently emphasized. Focusing on theoretical knowledge, rather than practical knowledge. An innovative class course like Fashion Career 1 can bridge this gap by promoting experiential learning, collaborative projects, and cutting-edge technological exploration, ensuring students are well-prepared to tackle real-world problems.

### **Advantages of Implementing the Course (Support with Data):**

The advantages of implementing this course would allow students the opportunity to use the employability skills learned in class, in the workplace. Fashion Careers 1 will encourage students to think outside the box and embrace creativity. By providing hands-on experiences and opportunities for experiential learning, students can explore new ideas, take risks, and learn from failure.

### **Disadvantages of Implementing the Course (Support with Data):**

Disadvantages for implementing this course are course requirements and limited elective options, which could restrict the flexibility of students' academic choices. This lack of flexibility can limit students' ability to explore their interests fully and personalize their academic journey. Introducing a new class course without evaluating its compatibility within courses may lead to conflicts with other mandatory courses students need to complete course sequences. Adding **Fashion Careers II** would help prevent this conflict and allow students to complete course sequences.

**Anticipated Enrollment:** 120 students

**Cost:** TBD

**Instructional Personnel (Estimated teachers needed):** One

**Materials and Supplies (include estimated cost):** N/A **Textbooks**  
**(include estimated cost):** \$312

Apparel: Fashion Design & Construction, 12th Edition (Textbook \$140/ Workbook \$32)

By: Katherine A. Shaw, Louise A. Liddell, and Carolee S. Samuels

Copyright: 2024

Grade Level: 9-12

**Submitted by (Name & School):** Caprice Melton, NRHS

**Principal:** Shawn Green **Date:** October 11, 2023

*\*Submit electronically to the appropriate content Coordinator/Director by October 11, 2023*

Science-Katelyn Leitner

Social Studies-Katrina Cary

English-Jonita

Shabazz Math-Kelly Greening World Languages - Keisha Melvin

CTE-Andre Skinner

## 2025-2026 New Course Proposal and Rationale

**Course Name:** Chinese Languages I (Mandarin)

**SCED Code:** 24402

**SCED Course Description:** Designed to introduce students to Chinese languages and culture, Chinese Languages I course prepare students to communicate authentically in Chinese languages by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on a variety of topics. They introduce the relationships among the products, practices, and perspectives of Chinese language-speaking cultures. These courses may be used for any Chinese language, including Mandarin and Cantonese.

**Course Level (Reg, Hrs, AP, DE):** Regular

**Grade Levels:** 8-12 (suggested)

**Credit:** One

**Prerequisites:** FLEX World Language (recommended)

**Standard of Learning Assessment or Industry Credential:** The course will align with the [Virginia Standards of Learning \(SOLs\) for Modern World Languages](#)

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### **Rationale**

**State why this course is needed – support with level of student interest:** The World Language Experiences Survey was administered to current SPS World Language students in middle school and high school during spring 2024. Of 432 survey responses, the top five languages of interest reported were American Sign Language (241 students; 55.8%), Japanese (209 students; 48.4%), German 138 students;

31.9%), Mandarin Chinese (135 students; 31.3%), and Latin (106 students; 24.5%). Survey responses indicate a need to expand language offerings. NSLI grant funds will be used to support the start of Chinese (Mandarin) offerings in the school district.

### **Advantages of Implementing the Course**

At the novice level, five content strands outline the essential aspects of language use with a focus on communication Novice, Intermediate and Advanced levels. Benchmark components, goals, standards and progress indicators are also provided:

1. Intercultural Communication
  2. Interpretive Communication
  3. Interpersonal communication
  4. Presentational Communication
  5. Communicative Literacy
- **Career Readiness:** There are many employers who view language ability favorably and actively seek to employ individuals who harness these skills in the workplace. Students studying world languages prepare to develop competence in effective communication for cultural understanding.
  - **College Preparedness:** Evidence that students can handle academic challenges and rigor.
  - **Student Engagement:** This new course would allow students exposure to a new language in the district and the opportunity to increase knowledge and familiarity with the Chinese (Mandarin) language.

### **Disadvantages of Implementing the Course**

The transition from alphabet-based languages to character-based sound systems can be difficult.

**Anticipated Enrollment:** 25-100 students

**Cost:** (NSLI funding)

- **Instructional Personnel (Estimated teachers needed):** <sup>[[ ]]</sup><sub>SEP</sub> one teacher
- **Materials and Supplies (include estimated cost):** <sup>[[ ]]</sup><sub>SEP</sub> free Open Educational Resource materials online.
- **Textbooks (include estimated cost):** [Open Textbook Library - Elementary Mandarin](#) (free)

**Submitted by (Name & School):** <sup>[[ ]]</sup><sub>SEP</sub> Dr. Keisha Melvin, SAO

**Date:** September 16, 2024

*Submit electronically to the appropriate content Coordinator/Director by September 20, 2024.*

**Science:** Katelyn Leitner

**Social Studies:** Katrina Cary

**English:** Jonita Shabazz

**Math:** Kelly Greening

**World Languages:** Keisha Melvin

**CTE:** Andre Skinner

## 2025-2026 New Course Proposal and Rationale

**Course Name:** Spanish for Native Speakers

**SCED Code:** 24057

**SCED Course Description:** Spanish for Native Speakers courses prepare native and heritage speakers to communicate in Spanish in all modes. These courses reinforce and expand students' skills to interpret (read, listen, view) and present (speak, write) information at the same level as they exchange (speak and listen; read and write) information, concepts, and ideas on a variety of topics. Spanish for Native Speakers courses advance students' understanding of the relationships among the products, practices, and perspectives of the cultures included in the Spanish-speaking world.

**Course Level (Reg, Hrs, AP, DE):** Regular

**Grade Levels:** 8-12 (suggested)

**Credit:** One

**Prerequisites:** Near native fluency; FLEX World Language (recommended)

**Standard of Learning Assessment or Industry Credential:** The course will align with the [Virginia Standards of Learning \(SOLs\) for Heritage Language Programs](#)

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### **Rationale**

**State why this course is needed – support with level of student interest:** Heritage language courses meet the needs of students whose home language is other than English and bridge the gap between experience and formal language courses. Students in heritage language courses strengthen their language skills in their home language and build new skills in reading and writing in their home language.



Exit proficiency expectations are available in the World Language Standards of Learning for Heritage World Language Programs.

## **Advantages of Implementing the Course**

Four content strands outline the essential aspects of language use with a focus on communication at the Novice, Intermediate and Advanced levels.

1. Investigate Intercultural Products, Practices and Perspectives
2. Interpretive Communication
3. Interpersonal communication
4. Presentational Communication

**Career Readiness:** There are many employers who view language ability favorably and actively seek to employ individuals who harness these skills in the workplace. Students studying world languages prepare to develop competence in effective communication for cultural understanding.

**College Preparedness:** Evidence that students can handle academic challenges and bridge the gap between their experience and academic matriculation.

**Student Engagement:** This new course would allow students to be fully engaged in Spanish while respecting their background knowledge and experiences in the language.

## **Disadvantages of Implementing the Course**

**Anticipated Enrollment:** Students with near native fluency in Spanish or ELL students who indicate Spanish in 4 out of 5 areas on the home language survey.

### **Cost:**

- **Instructional Personnel (Estimated teachers needed):** This course runs alongside Spanish Level I.
- **Materials and Supplies (include estimated cost):** manipulatives and available consumables; free Open Educational Resource materials online.
- **Textbooks (include estimated cost):** Available textbooks for Spanish I.

**Submitted by (Name & School):** Dr. Keisha Melvin, SAO

**Date:** September 16, 2024

Submit electronically to the appropriate content Coordinator/Director by September 20, 2024.

**Science:** Katelyn Leitner

**Social Studies:** Katrina Cary

**English:** Jonita Shabazz

**Math:** Kelly Greening

**World Languages:** Keisha Melvin

**CTE:** Andre Skinner