

**TAEJON CHRISTIAN INTERNATIONAL SCHOOL
HIGH SCHOOL PROGRAM OF STUDIES
2011 – 2012**

TABLE OF CONTENTS

INTRODUCTION

TCIS Mission Statement and Educational Philosophy

IB Mission Statement

IB Learner Profile

HIGH SCHOOL PROGRAMS

- The International Baccalaureate Continuum: PYP, MYP, DP
- IB MYP Overview
- IB DP Overview

TCIS ASSESSMENT POLICY

COURSE OFFERINGS 2011 – 2012

Mathematics

Sciences

IB MYP Language A, IB DP Group 1, and HS Courses
English and Mother-tongue Languages

- English
- Korean

IB MYP Language B, IB DP Group 2, and HS Courses
Additional Languages

- English
- Korean
- Mandarin
- Spanish

Humanities

Technology

Physical Education and Health

Religious Studies

Arts

- Drama/Theatre
- Music
- Visual Arts
- Communication Arts

INTRODUCTION

TCIS MISSION STATEMENT

Taejon Christian International School provides international students a high quality internationally based education within a Christian environment utilizing positive educational experiences and biblical foundations for spiritual growth.

TCIS EDUCATIONAL PHILOSOPHY

Because each student is recognized as a person made in the image of God, Christian education should foster self-respect and self-worth as well as respect and esteem for others. For this reason, the goal of Taejon Christian International School (TCIS) is to help provide the kind of environment in which each student's unique gifts of intellect, personality, stature, and spirit are given the best opportunities for development toward maturity. TCIS bases its philosophy on basic Christian beliefs.

INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

THE INTERNATIONAL BACCALAUREATE LEARNER PROFILE TCIS ESLRs

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development

TAEJON CHRISTIAN INTERNATIONAL SCHOOL AN INTERNATIONAL BACCALAUREATE WORLD SCHOOL

The International Baccalaureate® (IB) is a recognized leader in the field of international education. It is a non-profit, mission-driven foundation that offers three challenging programmes for pupils aged 3 to 19.

- **The Primary Years Programme (PYP)** for pupils aged 3 to 12 focuses on the development of the whole child in the classroom and in the world outside.
- **The Middle Years Programme (MYP)** for students aged 11 to 16 provides a framework of academic challenge and life skills through embracing and transcending traditional school subjects.
- **The Diploma Programme** for students aged 16 to 19 is a demanding two-year curriculum that meets the needs of highly motivated students, and leads to a qualification that is recognized by leading universities around the world.

How does the IB define "international education"?

The International Baccalaureate® (IB) chooses to define "international education" according to the following criteria.

- Developing citizens of the world in relation to culture, language and learning to live together
- Building and reinforcing students' sense of identity and cultural awareness
- Fostering students' recognition and development of universal human values
- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas
- Providing international content while responding to local requirements and interests
- Encouraging diversity and flexibility in teaching methods
- Providing appropriate forms of assessment and international benchmarking

How long has each programme been established?

The PYP was developed through the vision and effort, sustained over ten years, of the former International Schools Curriculum Project (ISCP). Its purpose was to produce a common international curriculum and to develop international-mindedness on the part of children. It has been offered by the IB since 1997, and continues to promote inquiry as the leading pedagogical approach.

The MYP began as an initiative of the International Schools Association. The aim was to develop a curriculum encouraging international awareness with emphasis on the skills, attitudes, knowledge and understanding needed to participate in a global society. From 1994 it has been one of the three IB programmes and has continued to grow in the same spirit of collaboration with and among schools.

The Diploma Programme was established in 1968 to provide students with a balanced education, to facilitate geographic and cultural mobility and to promote international understanding. Since then, innovative and committed teachers and examiners from around the world have played a significant role in the development of the programme.

How do the three IB programmes form a coherent sequence of education?

The three programmes form a coherent sequence of education by promoting the education of the whole person through an emphasis on intellectual, personal, emotional and social growth.

In all three programmes, the education of the whole person is manifested through all domains of knowledge, involving the major traditions of learning in languages, humanities, sciences, mathematics and the arts.

Furthermore, all three programmes:

- require study across a broad range of subjects drawing on content from educational cultures across the world
- give special emphasis to language acquisition and development
- encourage learning across disciplines
- focus on developing the skills of learning
- include, to a varying extent, the study of individual subjects and of transdisciplinary areas
- provide students with opportunities for individual and collaborative planning and research
- include a community service component requiring action and reflection

Source: www.ibo.org

IB MYP Overview

The IB Middle Years Programme

Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The International Baccalaureate® (IB) Middle Years Programme is designed to help them find a sense of belonging in the ever changing and increasingly interrelated world around them and to foster a positive attitude to learning.

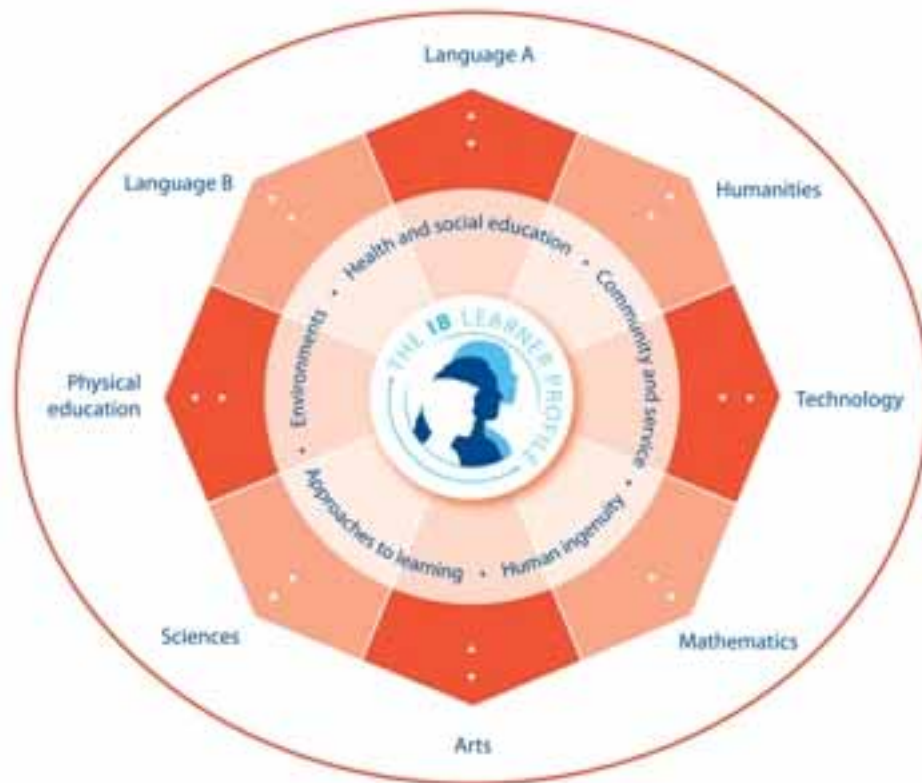
What is the IB Middle Years Programme?

The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

The MYP curriculum

The programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of the programme, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme.

An octagon with eight academic areas or subject groups surrounding the five areas of interaction illustrates the curriculum. The personal project appears at the centre.



The emphasis is on the fluidity of the curricular framework and the interrelatedness of the subjects. Aspects of the areas of interaction are addressed naturally through the distinct disciplines. In particular, the framework is flexible enough to allow a school to include other subjects not determined by the IB but which may be required by state or national authorities. The overall philosophy of the programme is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are based on:

- intercultural awareness
- holistic learning
- communication.

Under certain conditions, schools may deliver the programme in any language, although IB services are provided in:

- English
- French
- Spanish
- Chinese.

Where local conditions prevent a school teaching all five years of the programme, authorization may be granted for that school to teach the programme over fewer years. Taken as a whole, the curriculum provides a balanced education that will equip young people for effective participation in the modern world.

Middle Years Program Assessment

Assessment is criterion-related, so students around the world are measured against pre-specified criteria for each subject group. Teachers may modify these criteria to be age-appropriate in the earlier years of the programme. Teachers set assessment tasks that are assessed internally in the school. External checks (either moderation or monitoring of assessment by IB examiners) are carried out on this internal assessment to ensure worldwide consistency of standards. For schools that require official IB certification for their students, moderation is carried out every year.

Continuous assessment

Teachers organize continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Regular school assessment and reporting play a major role:

- in the students' and parents' understanding of the objectives and assessment criteria
- in the students' preparation for final assessment
- in the development of the curriculum according to the principles of the programme.

Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analysis and reflection.

In keeping with the ethos of approaches to learning, schools also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer- and self-assessment.

The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

Source: www.ibo.org

IB DP Overview

The IB Diploma Programme

Life in the 21st century, in an interconnected, globalized world, requires critical-thinking skills and a sense of international-mindedness, something that International Baccalaureate® (IB) Diploma Programme students come to know and understand.

What is the Diploma Programme?

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities.

The IB Diploma Program curriculum

IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5.

In addition the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

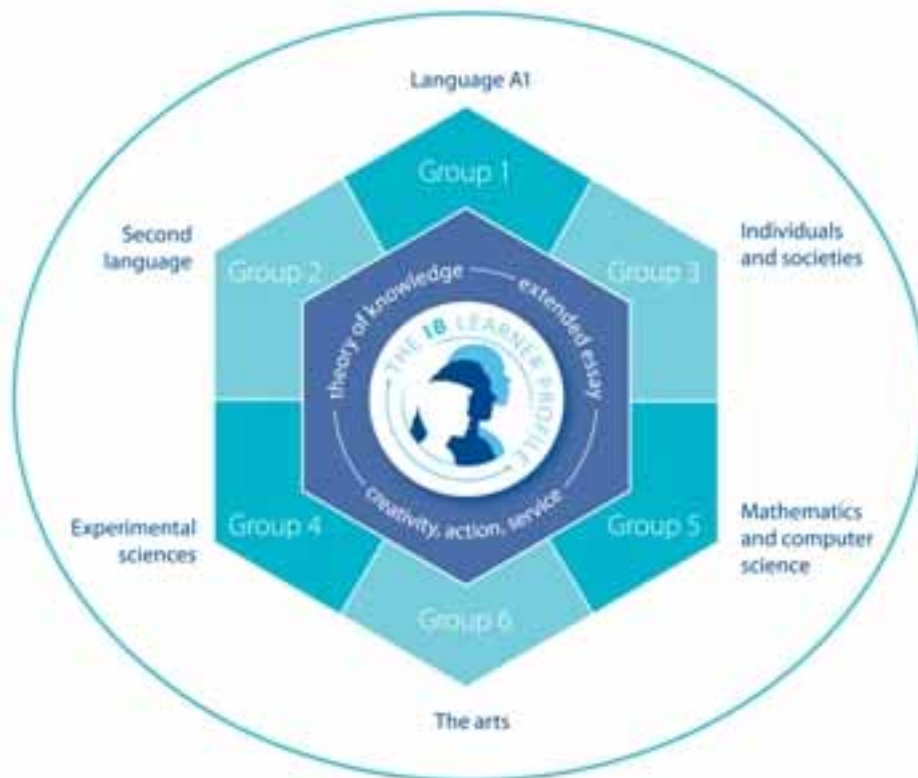
The extended essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

Theory of knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, action, service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

The IBDP model

The curriculum is modeled by a hexagon with six academic areas surrounding the three core requirements.



Over the course of the two-year programme, students:

- study six subjects chosen from the six subject groups
- complete an extended essay
- follow a theory of knowledge course (TOK)
- participate in creativity, action, service (CAS).

Normally:

- three of the six subjects are studied at higher level (courses representing 240 teaching hours)
- the remaining three subjects are studied at standard level (courses representing 150 teaching hours).

Subjects, other than languages, may be taught and examined in:

- English
- French
- Spanish
- There are pilot projects taking place in German and Chinese.

IBDP Assessment

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

IBDP Assessment Philosophy

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses.

The Diploma Programme goals provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods.

In addition to academic skills, Diploma Programme assessment encourages an international outlook and intercultural skills where appropriate.

Assessment tasks are designed to support and encourage good classroom teaching and learning.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

Source: www.ibo.org

TCIS ASSESSMENT POLICY

PHILOSOPHIES AND PRINCIPLES

Philosophy Of Assessment What Is Our Rationale?

Taejon Christian International School believes that the primary purpose of assessment is to regularly gather information about a student's progress in order to improve teaching and learning. In the educational process, assessment forms an integral part of each student's experience with teaching, learning and assessment being interdependent.

Additionally, the school believes that the primary purpose of reporting is to provide students, teachers and parents with an accurate representation of each student's achievement at that point in time in relation to the learning goals and outcomes of the program.

Purpose Of Assessment Why Do We Assess?

The purpose of assessment is to:

- Monitor the progress of a student's learning and achievement
- Enhance the overall learning of students
- Direct the next steps in teaching in response to the assessment data
- Determine the effectiveness of teaching
- Inform curriculum review
- Evaluate the suitability of courses
- Inform others as appropriate (students, parents, teachers, and receiving schools)

Principles Of Assessment

Diagnostic, formative and summative assessments are integral parts of the learning and teaching experience. Diagnostic assessment is usually utilized prior to learning. Formative assessment primarily provides feedback that both directs student learning and teacher instruction (assessment for learning.) It includes initial, in-the-moment assessments that immediately check students' understanding such as exit cards or answers on individual white boards to more formal assessments. Summative assessments complete the picture and have the purpose of summing up the extent of student learning in an area (assessment of learning.)

What Do We Believe About Assessment?

Assessment In the classroom Is:

- Aligned to the learning goals
- Varied in form and includes a wide range of evidence
- Differentiated to address appropriate learning styles and needs
- Anchored by exemplars
- Timely as an ongoing part of the learning experience
- Evaluated using agreed upon criteria

That Students

- Have different learning styles
- Have different cultural backgrounds and experiences
- Need to understand their achievement in order to set goals
- Should be actively involved in the process through self evaluation, peer evaluation and reflection
- Should receive on-going feedback that is constructive
- That highlights both areas of strength and areas for improvement
- Should demonstrate their own learning with integrity (see Academic Integrity Policy)

That Parents

- Should be informed of student progress in a timely manner
- Should, with school support, be able to accurately interpret a student's reported achievement data

That Faculty

- Design assessments based on best practice and the school's assessment policy
- Collaborate to ensure validity and reliability
- Evaluate student work using agreed upon criteria
- Assess Expected Student Learning Results (ESLRs) as appropriate
- Use common assessments for common classes with more than one teacher
- Record assessment data that is valid reliable and accurate
- Provide feedback that is prompt and that highlights both areas of strength and areas for improvement
- Review assessment practices and data to inform instruction
- Self-reflect on their assessment practices
- Report student achievement of the learning goals

REPORTING OF ASSESSMENT DATA

How and Why We Communicate Student Achievement

Reporting assessment data provides meaningful understanding of student achievement to the student, parents, receiving schools, colleges and universities. Analyzing collective data enables school programs to reflect and evaluate for the purpose of ongoing improvement.

Reporting of student achievement must:

- Reflect individual student achievement of the learning goals
- Include a range of concepts, skills and attitudes
- Be based on a range of assessments and assessment types
- Separate academic from nonacademic behaviors
- Be regular and timely
- Provide feedback that tells students where they are particularly strong and where they are in need of improvement. The improvement statement provides precise information that can be acted upon by the student
- Be meaningful and descriptive

SCHOOL-WIDE PRACTICES, PROCEDURES AND TERMS

Aligned - to the learning target/outcome and what has been taught. The assessment is chosen to match the type of understanding to be demonstrated by the student.

Anchored – with teachers using anchor papers as exemplars of different levels of achievement (high, medium and low.) These are used to build common expectations of performance within and across grade levels.

Appropriate - for the purpose that is intended – whether diagnostic, formative or summative.

Balanced – using a range and balance of assessment strategies. The assessment is selected on the basis of appropriateness to the learning target/outcome.

Collaborative – with common grade level and course assessments measuring student achievement.

Criterion Based – with student performance measured against clearly stated criteria that is known to the students through the assessment task list or rubric. Students know in advance the criteria for producing a quality product or performance.

Diagnostic - with teachers assessing the level of students' current knowledge and skills before embarking on new learning.

Differentiated – whether in terms of process, grouping, time or product.

Disaggregated – assessment scores are disaggregated in order to inform and direct instruction.

Feedback Specific – that provides students with regular and ongoing feedback that informs students what was done well and how to improve.

Formative – that provide practice for students to apply, rehearse and refine their learning. Formative assessments include initial, in-the-moment assessments that immediately check students' understanding such as exit cards or answers on white boards to more formal assessments. The feedback from the assessment is used to direct changes in teaching such as re-teaching, trying alternative instructional methods or giving more practice. Formative assessment is also known as "assessment for learning." Assessment reflects a combination of both formative and summative assessments.

Informative – with the assessment results directing the next steps in learning. The teaching and learning are modified as a result of the assessment data.

Integrated – within instruction and every part of the teaching process - viewing planning, teaching and assessing as an integrated process.

Recorded and Reported – with an individual grade/report that compares the student's accomplishment against established criteria.

Self & Peer Assessment - with reflective self/peer assessment included as appropriate. Students are taught how to provide and receive feedback through self and peer assessment. Students engage in reflecting on their learning and understand what needs to be improved.

Summative – an assessment sums up the extent of student learning in an area. It is sometimes referred to as "assessment of learning." Summative assessments may include standardized assessments, semester exams and end of unit assessments. Assessment reflects a combination of both formative and summative assessments.

Standards-Based – externally written assessments are utilized. These include: the ISA, PSAT, SAT and SAT II and IBDP. Internally, both formative and summative assessments evaluate student learning.

Timely - assessments occur regularly as part of the learning process.

Varied – where students demonstrate their understanding through varied assessments, all of which align with the objectives and assess what has been taught. The assessments may include: assessments that check for understanding, selected response and constructed response including performance tasks.

TCIS COURSE OFFERINGS 2011 – 2012

MATHEMATICS

IB MYP Mathematics, IB DP Group 5, and HS Courses

IB MYP Algebra 1B
IB MYP Informal Geometry
IB MYP Geometry
IB MYP Algebra 2
IB MYP Advanced Algebra 2
Algebra 3
IB MYP Pre-calculus
IB DP Mathematical Studies SL I
IB DP Mathematical Studies SL II
IB DP Mathematics SL I
IB DP Mathematics SL II
IB DP Mathematics HL I
IB DP Mathematics HL II

Course Descriptions

IB MYP Algebra 1B

Algebra 1B is the second part of the two-year Algebra 1A/1B component and is designed to give students a foundational understanding of the basic algebraic concepts. This course provides students the opportunity to practice the language of mathematics as expressed in words, symbols, formulas, equations, graphs, and data displays. Students use and build on these representations as dynamic tools for solving problems and communicating and expressing mathematical ideas and concepts. Year two topics include, but are not limited to: rational expressions, functions and their graphs, linear equations, inequalities and their graphs, systems of linear equations, radical expressions, polynomials and factoring, solving quadratic equations, probability, and statistics.

Data for student evaluation will be derived from summative assessments (such as homework quizzes, journals, tests, extended assignments and culminating tasks). Student performance will be evaluated using MYP assessment criteria for Knowledge and Understanding, Investigating Patterns, Communication in Mathematics, and Reflection in Mathematics.

Prerequisites: Satisfactory completion of IB MYP Algebra IA and Math Department approval
Credit: 1.0

Length of course: 1 year

Resources: *Algebra I Concepts and Applications*, McDougal Littell

Recommendation: Each student is required to have a scientific (non-graphing) calculator.

IB MYP Informal Geometry

This course is designed to develop and promote logical reasoning and problem solving skills involving geometric concepts and properties through development of critical thinking skills. Students are introduced to the different types of reasoning and how to provide counterexamples. At an introductory level, students also use theorems and postulates to justify statements. Applications to real life situations are emphasized throughout the course. Topics include but are not limited to: inductive and deductive reasoning; points, lines, planes, segments and angles; parallel and perpendicular lines; triangles; quadrilaterals; polygons; similarity; area and volume of polygons; right triangles and trigonometry; and circles.

Data for student evaluation will be derived from summative assessments (such as homework quizzes, journals, tests, extended assignments and culminating tasks). Student performance will be evaluated using MYP assessment criteria for Knowledge and Understanding, Investigating Patterns, Communication in Mathematics, and Reflection in Mathematics.

Prerequisites: Satisfactory completion of IB MYP Algebra I or IB MYP Algebra IA/IB and Math Department approval

Credit: 1.0

Length of course: 1 year

Resources: *Informal Geometry Concepts and Skills*, McDougal Littell, 2005

Recommendation: Each student is required to have a scientific (non-graphing) calculator.

IB MYP Geometry

This course is designed to develop and promote student reasoning and problem solving skills involving geometric concepts and properties to apply to the formal proof based learning of geometry. Students use problem solving skills in choosing how to approach a problem, how to explain their reasoning, and how to check their results. At this level, students learn about inductive and deductive reasoning and how to apply these reasoning skills to construct logical arguments and write geometric proofs. Applications to real life situations and synthesis of known concepts to solve novel ones are emphasized throughout the course. Topics include but are not limited to: deductive reasoning using points, lines, planes, triangles, and polygons; parallels and perpendiculars; similarity; area, volume, and surface area; circles; right triangle trigonometry; coordinate geometry; loci and transformations.

Data for student evaluation will be derived from summative assessments (such as homework quizzes, journals, tests, extended assignments and culminating tasks). Student performance will be evaluated using MYP assessment criteria for Knowledge and Understanding, Investigating Patterns, Communication in Mathematics, and Reflection in Mathematics.

Prerequisites: Satisfactory completion of IB MYP Algebra I and Math Department approval

Credit: 1.0

Length of course: 1 year

Resources: *Prentice Hall Mathematics Geometry*, 2009

Recommendation: Each student is required to have a scientific (non-graphing) calculator.

IB MYP Algebra 2

The course begins with a brief review of basic algebra and then expands on that knowledge base. Students will develop proficiency in analyzing and solving problems in various contexts. Topics include but are not limited to: linear functions (domain, range, slopes and intercepts), systems of equations & inequalities (solving by substitution, elimination and graphing, linear programming, and absolute values), series and sequences (arithmetic and geometric), complex numbers (addition, subtraction, multiplication, rationalizing the denominator, absolute value of complex numbers), quadratics (zeros, transformations, factoring, quadratic formula and discriminant), polynomial functions and expressions (zeros, synthetic division and long division, real polynomial theorems), exponentials functions (growth and decay), logarithms (logarithmic properties) and descriptive statistics (central measures, variability, statistical distributions-normal distribution).

Data for student evaluation will be derived from summative assessments (such as homework quizzes, journals, tests, extended assignments and culminating tasks). Student performance will be evaluated using MYP assessment criteria for Knowledge and Understanding, Investigating Patterns, Communication in Mathematics, and Reflection in Mathematics.

Prerequisites: Satisfactory completion of IB MYP Informal Geometry or IB MYP Geometry with Math Department approval.

Credit: 1.0

Length of course: 1 year

Resources: *Algebra 2* – Prentice Hall Mathematics

Recommendation: Students are required to have a graphing calculator. TCIS recommends the TI-84 series. (TI-89 models are NOT permitted).

IB MYP Advanced Algebra 2

This course requires prior mastery of algebra and then quickly expands on that knowledge base. Topics include but are not limited to: linear functions (domain, range, slopes and intercepts), systems of equations & inequalities (Solving by substitution, elimination and graphing, linear programming, absolute values), operations with polynomials (zeros, roots, rational roots theorem, radical roots theorem and imaginary roots theorem), complex numbers (addition, subtraction, multiplication, rationalizing the denominator, absolute value of complex numbers), quadratics (vertex, transformations, factoring , completing the squares, quadratic formula and discriminant), conic sections (classify, convert and sketch the four types), polynomial functions and expressions (zeros, roots, rational roots theorem, radical roots theorem and imaginary roots theorem), exponentials (graphs, growth and decay, appreciation and depreciation), logarithms (graphs, logarithmic properties), series and sequences (arithmetic and geometric), descriptive statistics (central measures and variability, normal distribution) and trigonometry.

Data for student evaluation will be derived from summative assessments (such as homework quizzes, journals, tests, extended assignments and culminating tasks). Student performance will be evaluated using MYP assessment criteria for Knowledge and Understanding, Investigating Patterns, Communication in Mathematics, and Reflection in Mathematics.

Prerequisites: Satisfactory completion of IB MYP Geometry and Math Department approval.

Credit: 1.0

Length of course: 1 year

Resources: *Algebra 2* – Prentice Hall Mathematics

Recommendation: Students are required to have a graphing calculator. TCIS recommends the TI-84 series. (TI-89 models are NOT permitted).

Algebra 3

Algebra 3 is designed to give students a continued in-depth study of advanced algebra with integration of the graphing calculator in applicable areas. A traditional approach of skill-building and problem-solving practice with extensive applications is utilized. Topics include but are not limited to: basic algebra review, functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometry, systems of equations, analytic geometry and statistics.

Data for student evaluation will be derived from summative assessments (such as homework quizzes, journals, tests, extended assignments and culminating tasks). Student performance will be evaluated using assessment criteria for Knowledge and Understanding, Investigating Patterns, Communication in Mathematics, and Reflection in Mathematics.

Prerequisites: Satisfactory completion of IB MYP Geometry and IB MYP Algebra 2 along with Math Department approval.

Credit: 1.0

Length of course: 1 year

Resources: *Integrated Mathematics 3* by McDougal Littell

Recommendation: Students are required to have a graphing calculator. TCIS recommends the TI-84 series. (TI-89 models are NOT permitted).

IB MYP Pre-calculus

Pre-calculus is designed to extend previously learned algebraic techniques as well as provide an introduction to skills necessary in preparation for IB HL coursework. All major areas covered in Advanced Algebra 2 are also reinforced at a greater depth with additional applications. Content includes but is not limited to: relations and functions (polynomial, rational, radical, exponential, logarithmic functions and function transformations) , trigonometry (right triangle, non-right angle trigonometry, unit circles and circular functions, trigonometric identities), sequences and series (sigma notation, arithmetic and geometric sequences and series, sums to infinity, convergent and divergent series), statistics and probability (central measures, variability, statistical distribution – normal distribution, binomial theorem, counting principles, independent/dependent, binomial and conditional probabilities) , analytic geometry (conic sections and parametric equations), complex numbers (Cartesian and polar forms, DeMoivre's theorem, roots of complex numbers), mathematical induction, and limits.

Data for student evaluation will be derived from summative assessments (such as homework quizzes, journals, tests, extended assignments and culminating tasks). Student performance will be evaluated using MYP assessment criteria for Knowledge and Understanding, Investigating Patterns, Communication in Mathematics, and Reflection in Mathematics.

Prerequisites: Satisfactory completion of IB MYP Advanced Algebra 2 along with Math Department approval

Credit: 1.0

Length of course: 1 year

Resources: *Pre-Calculus with Limits*, Larson/Hostetler;

Advanced Mathematical Concepts-Pre-calculus with Applications, Glencoe

Recommendation: Students are required to have a graphing calculator. TCIS recommends the TI-84 series. (TI-89 models are NOT permitted).

IB DP Mathematical Studies SL I

This course is the first year of a two-year DP SL mathematics program; therefore, it is open to grade 11 students providing that the prerequisites have been met. "The Mathematical Studies course provides a realistic mathematical course for students with varied backgrounds and abilities. The skills needed to cope with the mathematical demands of a technological society are developed and emphasis is placed on the application of mathematics to real life situations. Student performance criteria, provided by the IB, emphasize analytical and critical reasoning rather than skill manipulation. A substantial piece of personal research, in the form of a project, is a requirement for this program. The project is an individual piece of work involving either the collection of information or the generation of measurements, and the analysis and evaluation of the respective data. IB Math Studies will be taught from a graphical approach and the use of graphing calculators will be extensively integrated throughout the course". (Diploma Programme Mathematical Studies SL p.4, IBO 2004)

Content includes but is not limited to: **Introduction to the Graphic Display Calculator (GDC); Numbers and Algebra; Sets, Logic and Probability; Functions (linear functions and inequalities, quadratics), Geometry and Trigonometry; Statistics – Descriptive and Bivariate.**

TCIS Assessment will be from daily work, journals, quizzes, tests and major projects. **The IB Score** will come from the Internal Assessment (20%) during the second and third semesters and two External Assessments (80%) in May of the second year.

Prerequisites: Satisfactory completion of IB MYP Geometry and IB MYP Algebra 2 along with approval of the IB DP Advisory Committee.

Credit: 1.0

Length of Course: 1 year

Resources: *Mathematics for the International Student, Mathematical Studies SL*, Haese and Harris Publications 2005

Recommendation: Students are required to have a graphing calculator. TCIS recommends the TI-84 series. (TI-89 models are NOT permitted).

IB DP Mathematical Studies SL II

This course is the second year of a two-year DP SL mathematics program; therefore, it is open to grade 12 students providing that the prerequisites have been met. "The Mathematical Studies course provides a realistic mathematical course for students with varied backgrounds and abilities. The skills needed to cope with the mathematical demands of a technological society are developed and emphasis is placed on the application of mathematics to real life situations.

Student performance criteria, provided by the IB, emphasize analytical and critical reasoning rather than skill manipulation. A substantial piece of personal research, in the form of a project, is a requirement for this program. The project is an individual piece of work involving either the collection of information or the generation of measurements, and the analysis and evaluation of the respective data. IB Math Studies will be taught from a graphical approach and the use of graphing calculators will be extensively integrated throughout the course". (Diploma Programme Mathematical Studies SL p.4, IBO 2004)

Content includes but is not limited to: **Algebra (Sequences and Series); Functions (quadratics, piecewise functions, exponential, trigonometric, cubic and quartic polynomial functions); Financial Mathematics; Introductory Differential Calculus (rates of change, derivatives, limits, differentiation, tangents to curves, and optimization).**

TCIS Assessment will be from daily work, journals, quizzes, tests and major projects. **The IB Score** will come from the Internal Assessment (20%) during the second and third semesters and two External Assessments (80%) in May of the second year.

Prerequisites: Satisfactory completion of IB DP Mathematical Studies SL I.

Credit: 1.0

Length of Course: 1 year

Resources: *Mathematics for the International Student, Mathematical Studies SL*, Haese and Harris Publications 2005

Recommendation: Students are required to have a graphing calculator. TCIS recommends the TI-84 series. (TI-89 models are NOT permitted).

IB DP Mathematics SL I

This course is the first year of a two-year DP SL mathematics course; therefore, it is open to grade 11 students providing that the prerequisites have been met. "International Baccalaureate Mathematics SL is a two-year course that caters to students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. This course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on mathematical rigor. Wherever possible students should apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. IB Math SL will be taught from a graphical approach and the use of graphing calculators will be extensively integrated throughout the course." (Diploma Programme Mathematics SL p.4, IBO 2004)

Content includes but is not limited to: **Algebra, Functions and Equations, Circular Functions and Trigonometry, Matrices, Vectors, Statistics and Probability, and Calculus.**

TCIS Assessment will be from daily work, journals, quizzes, tests and portfolio work. **The IB Score** will come from the Internal Assessment portfolio (20%) and two External Assessments (80%) in May of the second year.

Prerequisites: Satisfactory completion of IB MYP Geometry and IB MYP Advanced Algebra 2, along with approval of the IB DP Advisory Committee.

Credit: 1.0

Length of course: 1 year

Resources: *Mathematics for the International Student – Standard Level 2nd Edition*, Haese and Harris and *Mathematics Standard Level for the IB Diploma*, Oxford University Press

Recommendation: Students are required to have a graphing calculator. TCIS recommends the TI-84 series. (TI-89 models are NOT permitted).

IB DP Mathematics SL II

This course is the second year of a two-year DP SL mathematics course; therefore, it is open to grade 12 students providing that the prerequisites have been met. "International Baccalaureate Mathematics SL is a two-year course that caters to students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. This course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on mathematical rigor. Wherever possible students should apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. IB Math SL will be taught from a graphical approach and the use of graphing calculators will be extensively integrated throughout the course." (Diploma Programme Mathematics SL p.4, IBO 2004)

Content includes but is not limited to: **Algebra, Functions and Equations, Circular Functions and Trigonometry, Matrices, Vectors, Statistics and Probability, and Calculus.**

TCIS Assessment will be from daily work, journals, quizzes, tests and portfolio work. **The IB Score** will come from the Internal Assessment portfolio (20%) and two External Assessments (80%) in May of the second year.

Prerequisites: Satisfactory completion of IB DP Mathematics SL I

Credit: 1.0

Length of course: 1 year

Resources: *Mathematics for the International Student – Standard Level 2nd Edition*, Haese and Harris and *Mathematics Standard Level for the IB Diploma*, Oxford University Press

Recommendation: Students are required to have a graphing calculator. TCIS recommends the TI-84 series. (TI-89 models are NOT permitted).

IB DP Mathematics HL I

This course is the first year of a two-year DP HL mathematics course; therefore, it is open to grade 11 students providing that the prerequisites have been met. "This course caters for students with a good background in mathematics who are competent in a range of analytic and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems...(IB Math HL) focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way...Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas." (Diploma Programme Mathematics HL p.4, IBO 2004)

To appropriately place students in this course, students will be expected to complete an extensive assignment in addition to regular coursework during the spring semester of their tenth grade year. Upon completion of the assignment, a placement test will be given to determine students' readiness for the course. Content includes but is not limited to: **Algebra, Functions and Equations, Circular Functions and Trigonometry, Matrices, Vectors, Statistics and Probability, and Calculus**, as well as extended work in **Series and Differential Equations**.

TCIS Assessment will be from daily work, quizzes, tests and portfolio work. **The IB Score** will come from the Internal Assessment portfolio (20%) and two External Assessments (80%) in May of the second year.

Prerequisites: Satisfactory completion of IB MYP Advanced Algebra 2, IB MYP Pre-calculus, the aforementioned assignment and placement test, along with approval of the IB DP Advisory Committee.

Credit: 1.0

Length of course: 1 year

Resources: *Mathematics for the International Student – Higher Level 2nd Edition*, Haese and Harris, *Option 10: Series and Differential Equations*, IBID Press, and *Calculus, Seventh Edition*, Houghton Mifflin.

Recommendation: Students are required to have a graphing calculator. TCIS recommends the TI-84 series. (TI-89 models are NOT permitted).

IB DP Mathematics HL II

This course is the second year of a two-year DP HL mathematics course; therefore, it is open to grade 12 students providing that the prerequisites have been met. "This course caters for students with a good background in mathematics who are competent in a range of analytic and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems...(IB Math HL) focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way...Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas." (Diploma Programme Mathematics HL p.4, IBO 2004)

To appropriately place students in this course, students will be expected to complete an extensive assignment in addition to regular coursework during the spring semester of their tenth grade year. Upon completion of the assignment, a placement test will be given to determine students' readiness for the course.

Content includes but is not limited to: **Algebra, Functions and Equations, Circular Functions and Trigonometry, Matrices, Vectors, Statistics and Probability, and Calculus**, as well as extended work in **Series and Differential Equations**.

TCIS Assessment will be from daily work, quizzes, tests and portfolio work. **The IB Score** will come from the Internal Assessment portfolio (20%) and two External Assessments (80%) in May of the second year.

Prerequisites: Satisfactory completion of IB DP Mathematics HL I.

Credit: 1.0

Length of course: 1 year

Resources: *Mathematics for the International Student – Higher Level 2nd Edition*, Haese and Harris, *Option 10: Series and Differential Equations*, IBID Press, and *Calculus, Seventh Edition*, Houghton Mifflin.

Recommendation: Students are required to have a graphing calculator. TCIS recommends the TI-84 series. (TI-89 models are NOT permitted).

SCIENCES

IB MYP Sciences, IB DP Group 4, and HS Courses

Building on the foundational background of MYP Science in grades 6-8, the High School science sequence is designed to give every student an introduction to physics, chemistry, and biology in grades 9 and 10. The student can then make an informed choice on the science path for grades 11 and 12 that is most appropriate for his or her interests and needs. TCIS graduation requires successful completion of three years of science; however, most colleges and universities recommend four years of science. Selection of science courses should be done in consideration of future needs and in consultation with the science and counseling departments.

Guidelines for Selecting High School Science Courses at TCIS:

- Students in grade 9 should take MYP Biology 1, MYP Physics 1 or MYP Chemistry 1. These courses are designed for grade 9 students and are skills-based. For the most part, level 2 courses are not suitable for grade 9 students, either socially or academically.
- During the first semester of grade 10 students should take the level 1 course that was not completed in grade 9. During the second semester of grade 10, students should take the level 2 course best suited to their interests and needs. It is recommended that students planning to take an IB DP science course complete the Level 2 course in that science area before beginning the IB DP course. Level 1 courses must be completed before enrolling in level 2 courses.
- Students not taking IB DP science in grades 11 and 12 are strongly encouraged to first complete Biology 2, Chemistry 2 and Physics 2 before enrolling in any other science electives. Completing a full year of study in biology, chemistry and physics followed by elective science courses provides students with both a strong and diversified background in science, and fulfills college requirements in a broad range of programs.
- Corresponding sheltered science courses are offered for MYP Biology 1, MYP Physics 1 and MYP Chemistry 1. One course is offered each semester on a rotating basis. Sheltered course offerings for the 2011-2012 school year are Sheltered MYP Chemistry 1 during semester 1 and Sheltered MYP Biology 1 during semester 2.

IB MYP Biology 1

IB MYP Sheltered Biology 1

Biology 2

IB MYP Chemistry 1

IB MYP Sheltered Chemistry 1

Chemistry 2

IB MYP Physics 1

IB MYP Sheltered Physics 1

Physics 2

IB DP Biology SL I

IB DP Biology SL II

IB DP Biology HL I

IB DP Biology HL II

IB DP Chemistry SL I

IB DP Chemistry SL II

IB DP Chemistry HL I

IB DP Chemistry HL II

IB DP Physics SL I

IB DP Physics SL II

IB DP Physics HL I

IB DP Physics HL II

Environmental Science

Astronomy

Anatomy and Physiology 1

Anatomy and Physiology 2

Course Descriptions

IB MYP Biology 1 / Biology 1

Students investigate life processes and systems by exploring a foundational body of knowledge, practicing the experimental design process, and evaluating the impact of scientific research in order to acquire the practices and analytical skills of successful scientists. Emphasis is placed on practical activities, data analysis, problem-solving and communication skills. Students will have the opportunity to explore the major topics of cell structure and function, biochemistry, genetics, and human anatomy. Links will be made to the nature of science, technology and society.

Students will be assessed through a variety of methods including inquiry-based projects, laboratory work, unit tests, and writing tasks. MYP Science Year 5 rubrics will be used to assess students in the categories of knowledge and understanding in science, one world, communication in science, scientific inquiry, processing data and attitudes in science. This course is a prerequisite for Biology 2 and IB DP Biology Standard Level and Higher Level.

Prerequisites: None:

Credit: 0.5

Length of course: 1 semester

Resources: Prentice Hall *Biology 2002*

Recommendation: This course is a graduation requirement for all students.

IB MYP Sheltered Biology 1

Designed with an emphasis on language support and development within a science context, Sheltered Biology 1 is a course for English language learners. Students investigate life processes and systems by exploring a foundational body of knowledge, practicing the experimental design process and evaluating the impact of scientific research in order to acquire the practices and analytical skills of successful scientists. Emphasis is placed on practical activities, data analysis, problem-solving, and communication skills. Links will be made to the nature of science, technology, and society. Students will have the opportunity to explore the major topics of cell structure and function, biochemistry, genetics and human physiology.

Students will be assessed through a variety of methods including inquiry-based projects, laboratory work, unit tests, and writing tasks. MYP Science Year 5 rubrics will be used to assess students in the categories of knowledge and understanding in science, communication in science, one world, scientific inquiry, processing data and attitudes in science. This course is a prerequisite for Biology 2.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Resources: Prentice Hall *Biology 2002*

Recommendation: This course may be used to meet the Biology 1 graduation requirement

Biology 2

Students investigate a selected set of life processes and systems to develop a body of knowledge, participate in laboratory experiences, and explore the impact of scientific research in order to acquire the practices and analytical skills of successful scientists. Emphasis is placed on practical activities, data analysis, problem solving, and communication skills. Students will have the opportunity to explore the major topics of ecology, evolution, energy conversion in organisms and gene expression. Links will be made to the nature of science, technology and society.

Students will be assessed through a variety of methods including inquiry-based projects, laboratory work, unit tests, and writing tasks. MYP Science Year 5 rubrics will be used to assess students in the categories of knowledge and understanding in science, one world, communication in science, scientific inquiry, processing data and attitudes in science.

Prerequisites: IB MYP Biology 1

Credit: 0.5

Length of course: 1 semester

Resources: Prentice Hall *Biology* 2002

Recommendation: Biology 2 is an elective course open to all 10th – 12th grade students who have completed Biology 1. This course is highly recommended for students planning to enter Standard or Higher Level IB DP Biology.

IB MYP Chemistry 1 / Chemistry 1

Students investigate a selected set of topics related to matter. Emphasis is placed on laboratory work and problem solving skills, including gathering and presenting data from experimental work and the analysis and evaluation of these results. Major Chemistry topics include the kinetic theory of matter, atomic structure, periodic table, reactivity series, bonding, and stoichiometry basics. Students will learn how to name compounds, write chemical formulas and balance chemical equations. To improve scientific literacy connections are made between science concepts and technology related issues in society.

Grading will be done with MYP Science Year 5 rubrics based on the following criteria- One World, Communication, Knowledge and Understanding, Scientific Inquiry, Data Processing, and Attitudes in Science. This course is a prerequisite for Chemistry 2, and IB DP Chemistry Standard and Higher Level.

Prerequisites: Credit: 0.5

Length of course: 1 semester

Resources: Glencoe, *Chemistry, Matter and Change*, 2005

Recommendation: This course is a graduation requirement for all students.

IB MYP Sheltered Chemistry 1

Designed with an emphasis on language support and development within a science context, Sheltered Chemistry 1 is a course for English language learners. Students investigate a selected set of topics related to matter and the changes it undergoes, design and carry out practical laboratory work, and process information in both individual and collaborative settings. Links will be made to the nature of science, technology and society. Topics include classification of matter, interactions and properties of matter, periodic table, classification of elements, bonding; nomenclature, balancing chemical equations, types of reactions, acids and bases, metallic and non-metallic properties.

Students will be assessed through a variety of methods including inquiry-based projects, laboratory work, unit tests, and writing tasks. MYP Science Year 5 rubrics will be used to assess students in the categories of knowledge and understanding in science, communication in science, one world, scientific inquiry, processing data and attitudes in science. Sheltered Chemistry I is a required course for ESL students and should be completed during ninth or tenth grade. This course is a prerequisite for Chemistry 2.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Resources: Glencoe, *Chemistry, Matter and Change*, 2005

Recommendation: This course may be used to meet the Chemistry 1 graduation requirement.

Chemistry 2

Students investigate a selected set of topics related to matter and the changes it undergoes, design and carry out practical laboratory experiences, and process information in both individual and collaborative settings. Topics include Electrons in Atoms, Geometry of Molecules, Oxidation and Reduction, Electrolysis, Stoichiometry, The Mole, Solutions, Chemical Analysis, Rates of Reactions (Kinetics), Organic Chemistry.

Grading will be done with MYP Science Year 5 rubrics based on the following criteria- One World, Communication, Knowledge and Understanding, Scientific Inquiry, Data Processing, and Attitudes in Science.

Prerequisites: IB MYP Chemistry 1

Credit: 0.5

Length of course: 1 semester

Resources: Glencoe, *Chemistry, Matter and Change*, 2005

Recommendation: Chemistry 2 is an elective course open to all 10th – 12th grade students who have completed Chemistry 1. This course is highly recommended for students planning to enter Standard or Higher Level IB Chemistry.

IB MYP Physics 1 / Physics 1

Students investigate the underlying principles that govern a selected set of phenomena of the universe by studying a core body of knowledge, designing and carrying out laboratory experiences, and developing analytical skills of successful science students. Students will study: Measurement of Quantities including Units, Conversions, and Scientific Notation; Motion in One-Dimension, including Distance, Displacement, Speed, Velocity, Acceleration, and Force; Electricity, including Resistance, Voltage, Current, Series Circuits and Parallel Circuits; and Energy, including Potential Energy, Kinetic Energy, Thermal Energy, Nuclear Energy, Chemical Energy, and others.

MYP Science Year 5 assessment criteria will be used to assess students in the categories of knowledge and understanding in science, communication in science, one world, scientific inquiry, processing data and attitudes in science. This course is a prerequisite for entry into Physics 2 and IB DP Physics Standard Level and Higher Level.

Prerequisites: none

Credit: 0.5

Length of course: 1 semester

Resources: *Physical Science Concepts in Action*, Wysession, Frank, and Yancopoulos, Pearson Prentice Hall, 2004

Recommendation: This course is a graduation requirement for all students. Calculator fluency (graphing or scientific) is needed.

IB MYP Sheltered Physics 1

Designed with an emphasis on language support and development within a science context, Sheltered Physics 1 is a course for English language learners. Students investigate the underlying principles that govern a selected set of phenomena of the universe by studying a core body of knowledge, designing and carrying out laboratory experiences, and developing analytical skills of successful science students. Students will study: Measurement of Quantities including Units, Conversions, and Scientific Notation; Motion in One-Dimension, including Distance, Displacement, Speed, Velocity, Acceleration, and Force; Electricity, including Resistance, Voltage, Current, Series Circuits and Parallel Circuits; and Energy, including Potential Energy, Kinetic Energy, Thermal Energy, Nuclear Energy, Chemical Energy, and others.

Students will be assessed through a variety of methods including inquiry-based projects, laboratory work, unit tests, and writing tasks. MYP Science Year 5 rubrics will be used to assess students in the categories of knowledge and understanding in science, communication in science, one world, scientific inquiry, processing data and attitudes in science. Sheltered Physics I is a required course for ESL students and should be completed during ninth or tenth grade. This course is a prerequisite for Physics 2.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Resources: *Physical Science Concepts in Action*, Wysession, Frank, and Yancopoulos, Pearson Prentice Hall, 2004

Recommendation: This course may be used to meet the Physics 1 graduation requirement.

Physics 2

Students investigate the underlying principles that govern a selected set of phenomena of the universe by studying a core body of knowledge, designing and carrying out laboratory experiences, and developing analytical skills of successful science students. Topics include Thermal Physics, Properties of Waves, Properties of Sound, Reflection and Refraction of Light, Magnetism, Optics, Work, and Conservation of Energy.

MYP Science Year 5 assessment criteria will be used to assess students in the categories of knowledge and understanding in science, communication in science, one world, scientific inquiry, processing data and attitudes in science.

Prerequisites: Physics 1

Credit: 0.5

Length of course: 1 semester

Resources:

Recommendation: Physics 2 is an elective course open to all students 10th – 12th grade that have completed Physics 1. This course is highly recommended for students planning to enter Standard Level or Higher Level IB Physics

IB DP Biology SL I

This course is the first year of a two-year course; therefore, it is open to grade 11 students meeting the prerequisites. Students investigate life processes and systems by studying a core body of knowledge, designing both individual and collaborative laboratory experiences, and exploring the ethical impacts of scientific research. Topics include studies in statistics, cells, the chemistry of life, genetics, and one of two required optional topics. A substantial amount of laboratory work is required to complete the IB DP requirements.

Students will be assessed through a variety of methods including inquiry-based projects, laboratory work, unit tests, and writing tasks. Assessment categories include one world, communication in science, knowledge and understanding in science, scientific inquiry, manipulative skills and personal skills. Standard Level requires 40 hours of practical work over two years.

Prerequisites: IB MYP Biology 1 and IB MYP Chemistry 1

Credit: 1.0

Length of course: 1 year

Resources: *Biology Course Companion 2007* and *Biology for the IB Diploma 2007*

Recommendation: It is highly recommended that students take Biology 2 prior to enrollment in IB DP Biology SL.

IB DP Biology SL II

This course is the second year of a two-year course; therefore, it is open to grade 12 students meeting the prerequisites. Students investigate life processes and systems by studying a core body of knowledge, designing both individual and collaborative laboratory experiences, and exploring the ethical impacts of scientific research. Topics include studies in ecology, evolution, human health and physiology, and one of two required optional topics. A substantial amount of laboratory work is required to complete the IB DP requirements.

Students will be assessed through a variety of methods including inquiry-based projects, laboratory work, unit tests, and writing tasks. Assessment categories include one world, communication in science, knowledge and understanding in science, scientific inquiry, manipulative skills and personal skills. Standard Level requires 40 hours of practical work.

Prerequisites: Successful completion of IB DP Biology SL I

Credit: 1.0

Length of course: 1 year

Resources: *Biology Course Companion 2007* and *Biology for the IB Diploma 2007*

Recommendation: Students enrolling in IB DP Biology SL II will be required to take the IB exams in this subject given in May.

IB DP Biology HL I

This course is the first year of a two-year course; therefore, it is open to grade 11 students meeting the prerequisites. Students investigate life processes and systems by studying a core body of knowledge, designing both individual and collaborative laboratory experiences, and exploring the ethical impacts of scientific research. Knowledge and understanding are assessed using homework assignments, quizzes, tests, and classroom projects. Laboratory assessments include: experimental design, performance of lab skills, and lab analysis. Topics include cells, chemistry of life, biochemistry, nucleic acids, genetics, proteins, enzymes and statistical analysis. Although the core topics are the same in Standard Level as in Higher Level, the Higher Level course includes significantly more depth for each topic. Higher Level requires 60 hours of practical work over two years.

Prerequisites: Biology 1 and Chemistry 1

Credit: 1.0

Length of course: 1 year

Resources: *Biology Course Companion 2007* and *Biology for the IB Diploma 2007*

Recommendation: Due to the rapid pace and the rigor of reading required in HL Biology, students should have an advanced level of English fluency. It is highly recommended that students take Biology 2 prior to enrollment in IB DP Biology HL.

IB DP Biology HL II

This course is the second year of a two-year course; therefore, it is open to grade 12 students meeting the prerequisites. Students investigate life processes and systems by studying a core body of knowledge, designing both individual and collaborative laboratory experiences, and exploring the ethical impacts of scientific research. Knowledge and understanding are assessed using homework assignments, quizzes, tests, and classroom projects. Laboratory assessments include: experimental design, performance of lab skills, and lab analysis. Topics include respiration, photosynthesis, physiology, plant science and 2 other options. Although the core topics are the same in Standard Level as in Higher Level, the Higher Level course includes significantly more depth for each topic. Higher Level requires 60 hours of practical work over two years.

Prerequisites: Successful completion of IB DP Biology HL I

Credit: 1.0

Length of course: 1 year

Resources: *Biology Course Companion 2007* and *Biology for the IB Diploma 2007*

Recommendation: Students enrolling in IB DP Biology HL II will be required to take the IB exams in this subject given in May.

IB DP Chemistry SL I

This course is the first year of a two-year course; therefore, it is open to grade 11 students meeting the prerequisites. Students investigate matter and the changes it undergoes, design and carry out laboratory work, and process information in both individual and collaborative settings in order to acquire research practices, ethics, and analytical skills. Students will be assessed through a variety of methods including inquiry-based projects, laboratory work, unit tests, and classroom projects. Assessment categories include one world, communication in science, knowledge and understanding in science, scientific inquiry, manipulative skills and personal skills. Course topics include studies in quantitative chemistry, atomic structure, periodicity, bonding, energetics, and kinetics. Standard Level requires 40 hours of lab work over two years.

Prerequisites: Chemistry 1

Credit: 1.0

Length of course: 1 year

Resources: *Chemistry 2007* by IBID press and *Chemistry for the IB Diploma 2007 (IB Study Guide)*

Recommendation: It is highly recommended that students take Chemistry 2 prior to enrollment in IB DP Chemistry SL.

IB DP Chemistry SL II

This course is the second year of a two-year course; therefore, it is open to grade 12 students meeting the prerequisites. Students investigate matter and the changes it undergoes, design and carry out laboratory work, and process information in both individual and collaborative settings in order to acquire research practices, ethics, and analytical skills. Students will be assessed through a variety of methods including inquiry-based projects, laboratory work, unit tests, and classroom projects. Assessment categories include one world, communication in science, knowledge and understanding in science, scientific inquiry, manipulative skills and personal skills. Course topics include studies in equilibrium, acids and bases, oxidation and reduction, organic chemistry, and measurement and data processing plus two required optional topics. Standard Level requires 40 hours of lab work over two years.

Prerequisites: Successful completion IB DP Chemistry SL I

Credit: 1.0

Length of course: 1 year

Resources: *Chemistry 2007* by IBID press and *Chemistry for the IB Diploma 2007 (IB Study Guide)*

Recommendation: Students enrolling in IB DP Chemistry SL II will be required to take the IB DP exams in this subject given in May.

IB DP Chemistry HL I

This course is the first year of a two-year course; therefore, it is open to grade 11 students meeting the prerequisites. Students investigate matter and the changes it undergoes, design and carry out laboratory work and process information in both individual and collaborative settings in order to acquire research practices, ethics, and analytical skills. Students will be assessed through a variety of methods including inquiry-based projects, laboratory work, unit tests, and classroom projects. Assessment categories include one world, communication in science, knowledge and understanding in science, scientific inquiry, manipulative skills and personal skills. Course topics include studies in quantitative chemistry, measurement and data processing, atomic structure, periodicity, bonding, kinetics and equilibrium. Although the core topics are the same in Standard Level as in Higher Level, the Higher Level course includes significantly more depth for each topic. Higher Level requires 60 hours of practical work over two years.

Prerequisites: Chemistry 1

Credit: 1.0

Length of course: 1 Year

Resources: *Chemistry 2007* by IBID press and *Chemistry for the IB Diploma 2007 (IB Study Guide)*

Recommendation: It is highly recommended that students take Chemistry 2 prior to enrollment in IB Chemistry HL I.

IB DP Chemistry HL II

This course is the second year of a two-year course; therefore, it is open to grade 12 students meeting the prerequisites. Students investigate matter and the changes it undergoes, design and carry out laboratory work and process information in both individual and collaborative settings in order to acquire research practices, ethics, and analytical skills. Students will be assessed through a variety of methods including inquiry-based projects, laboratory work, unit tests, and classroom projects. Assessment categories include one world, communication in science, knowledge and understanding in science, scientific inquiry, manipulative skills and personal skills. Course topics include acids and bases, oxidation, reduction, energetics, organic chemistry plus two required optional topics. Although the core topics are the same in Standard Level as in Higher Level, the Higher Level course includes significantly more depth for each topic. Higher Level requires 60 hours of practical work over two years.

Prerequisites: Successful completion of IB DP Chemistry HL I

Credit: 1.0

Length of course: 1 year

Resources: *Chemistry 2007* by IBID press and *Chemistry for the IB Diploma 2007 (IB Study Guide)*

Recommendation: Students enrolling in IB DP Chemistry HL II will be required to take the IB DP exams in this subject given in May.

IB DP Physics SL I

This course is the first year of a two-year course; therefore, it is open to grade 11 students meeting the prerequisites. Students investigate the underlying principles that govern the phenomena of the universe by studying a core body of knowledge, designing and carrying out laboratory experiences, and developing the analytical skills of successful scientists. Laboratory assessments include: experimental design, performance of lab skills, and lab analysis. Students will study: Principles of Physics and Measurement; Kinematics, Forces and Dynamics; Waves and Wave Phenomenon; Special Relativity and Particle Physics; and Energy, Power, and Climate Change. Students taking standard level should have an introductory understanding of physics from prior courses and an interest in the subject. Standard Level Physics requires a minimum of 40 hours of lab work throughout the two years.

Prerequisites: Physics 1

Credit: 1.0

Length of course: 1 year

Resources: *Physics for the IB Diploma Standard and Higher Level*, Tim Kirk, Oxford University Press, 2007

Physics Course Companion, Tim Kirk and Neil Hodgson, Oxford University Press, 2007

Physics Principles with Applications, Sixth Edition, Douglas Giancoli, Pearson Prentice Hall, 2005

Recommendation: Physics 2, Algebra 2 with Trig, and calculator fluency (graphing or scientific)

IB DP Physics SL II

This course is the second year of a two-year course; therefore, it is open to grade 12 students meeting the prerequisites. Students investigate the underlying principles that govern the phenomena of the universe by studying a core body of knowledge, designing and carrying out laboratory experiences, and developing the analytical skills of successful scientists. Laboratory assessments include: experimental design, performance of lab skills, and lab analysis. Students will study: Thermal Properties of Matter and Ideal Gases; Electrostatics and Electric Circuits; Magnetic Fields and Electro-Magnetism; and Atomic and Nuclear Physics. Students taking standard level should have an introductory understanding of physics from prior courses and an interest in the subject. Standard Level Physics requires a minimum of 40 hours of lab work throughout the two years.

Prerequisites: Successful completion of IB DP Physics SL I

Credit: 1.0

Length of course: 1 year

Resources: *Physics for the IB Diploma Standard and Higher Level*, Tim Kirk, Oxford University Press, 2007

Physics Course Companion, Tim Kirk and Neil Hodgson, Oxford University Press, 2007

Physics Principles with Applications, Sixth Edition, Douglas Giancoli, Pearson Prentice Hall, 2005

Recommendation: Students enrolling in IB DP Physics SLII will be required to take the IB DP exams in this subject given in May.

IB DP Physics HL I

This course is the first year of a two-year course; therefore, it is open to grade 11 students meeting the prerequisites. Students investigate the underlying principles that govern the phenomena of the universe by studying a core body of knowledge, designing and carrying out laboratory experiences, and developing analytical skills of successful scientists. Laboratory assessments include: experimental design, performance of lab skills, and lab analysis. Students will study: Principles of Physics and Measurement, Mechanics, Motion in Fields, Oscillations and Waves, Wave Phenomena, Electromagnetic Waves, and Relativity. Students taking higher level physics should enter this course with a strong background from previous physics courses as well as a high interest in the field of physics. Higher Level Physics requires a minimum of 60 hours of lab work throughout the two years.

Prerequisites: Physics 1

Credit: 1.0

Length of course: 1 year

Resources: *Physics for the IB Diploma Standard and Higher Level*, Tim Kirk, Oxford University Press, 2007

Physics Course Companion, Tim Kirk and Neil Hodgson, Oxford University Press, 2007

Physics Principles with Applications, Sixth Edition, Douglas Giancoli, Pearson Prentice Hall, 2005

Recommendation: Physics II, Algebra II with Trig, calculator fluency (graphing or scientific)

IB DP Physics HL II

This course is the second year of a two-year course; therefore, open to grade 12 students meeting the prerequisites. Students investigate the underlying principles that govern the phenomena of the universe by studying a core body of knowledge, designing and carrying out laboratory experiences, and developing analytical skills of successful scientists. Laboratory assessments include: experimental design, performance of lab skills, and lab analysis. Students will study: Thermal Physics, Electric Currents, Fields and Forces, Electromagnetic Induction, Atomic, Quantum, and Nuclear Physics. Students taking higher level physics should enter this course with a strong background from previous physics courses as well as a high interest in the field of physics. Higher Level Physics requires a minimum of 60 hours of lab work throughout the two years.

Prerequisites: Successful Completion of IB DP Physics HL I

Credit: 1.0

Length of course: 1 year

Resources: *Physics for the IB Diploma Standard and Higher Level*, Tim Kirk, Oxford University Press, 2007

Physics Course Companion, Tim Kirk and Neil Hodgson, Oxford University Press, 2007

Physics Principles with Applications, Sixth Edition, Douglas Giancoli, Pearson Prentice Hall, 2005

Recommendation: Students enrolling in IB DP Physics HL II will be required to take the IB DP exams in this subject given in May.

Environmental Science

Students are provided a general overview of topics in environmental science. Emphasis is placed on environmental issues today, sustainability of solutions, introduction into ecosystems and biodiversity, the rights of indigenous peoples, air and water pollution, water use, endangered species, destruction of natural ecosystems and natural resource management policies. Students are expected to investigate solutions to the environmental problems of today and begin to take action on a topic of interest.

Prerequisites: MYP Biology 1, MYP Chemistry 1, and MYP Physics 1

Credit: 0.5

Length of course: 1 semester

Resources: Computer, notebook, field trip participation

Astronomy

Students investigate our immediate neighborhood in the universe, the solar system. The topics include: the nature of the sky, properties of light, stellar distances, life cycles of stars, expansion of the universe, the Big Bang Theory, luminosity, season, and eclipse.

Prerequisites: MYP Biology 1, MYP Chemistry 1, and MYP Physics 1

Credit: 0.5

Length of course: 1 semester

Resources: Computer, notebook, field trip participation

Anatomy and Physiology 1

Anatomy and Physiology is a dynamic course that emphasizes students' understanding of the interrelatedness of the structures and the function of the human body. Emphasis is placed on the intellectual, moral and social development of individual students. Since anatomy and physiology is a vocabulary-rich course, students are expected to master and apply ideas represented by a large scientific vocabulary. Instruction focuses on the meaning and application of terminology as it is related to the main topics: cytology, histology, body systems, disease, and medical applications. Anatomy and Physiology is a lab-centered course, making use of the excellent laboratory facilities of TCIS. Students are expected to learn and use higher-order thinking skills in the problem-solving process.

Data for student grades will primarily come from summative assessments consisting of short and selected response questions, essays, oral reports, written performance-based presentations and projects, laboratory technique and data collection, calculation, analysis, and reporting. The general topics of Anatomy and Physiology 1 include basic anatomical terms, cell and tissue structure, followed by the nervous, endocrine, digestive, urinary, and reproductive systems.

Prerequisites: MYP Biology 1, MYP Chemistry 1, and MYP Physics 1

Credit: 0.5

Length of course: 1 semester

Resources: *Essentials of Human Anatomy and Physiology, 2002*

Anatomy and Physiology 2

Anatomy and Physiology is a dynamic course that emphasizes students' understanding of the interrelatedness of the structures and the function of the human body. Emphasis is placed on the intellectual, moral and social development of individual students. Since anatomy and physiology is a vocabulary-rich course, students are expected to master and apply ideas represented by a large scientific vocabulary. Instruction focuses on the meaning and application of terminology as it is related to the main topics: cytology, histology, body systems, disease, and medical applications. Anatomy and Physiology is a lab-centered course, making use of the excellent laboratory facilities of TCIS. Students are expected to learn and use higher-order thinking skills in the problem-solving process.

Data for student grades will primarily come from summative assessments consisting of short and selected response questions, essays, oral reports, written performance-based presentations and projects, laboratory technique and data collection, calculation, analysis, and reporting. The general topics of Anatomy and Physiology 2 include skeletal and muscular system, cardiovascular system, respiratory system, and integumentary system.

Prerequisites: Anatomy and Physiology 1

Credit: 0.5

Length of course: 1 semester

Resources: *Essentials of Human Anatomy and Physiology*, 2002

ENGLISH and MOTHER-TONGUE LANGUAGES
IB MYP Language A, IB DP Group 1, and HS Courses

IB MYP English Literature 9
IB MYP English Literature 10
IB MYP Korean Literature 9
IB MYP Korean Literature 10
Writing 1: Research Writing
Writing 2: Media
Writing 3: IB DP Commentary Writing and College Application Preparation Writing
IB DP English Literature SL I
IB DP English Literature SL II
IB DP English Literature HL I
IB DP English Literature HL II
IB DP English Language and Literature SL I
IB DP English Language and Literature SL II
IB DP Korean Literature SL I
IB DP Korean Literature SL II
IB DP Korean Literature HL I
IB DP Korean Literature HL II
IB DP Korean Language and Literature SL I
IB DP Korean Language and Literature SL II
IB DP Korean Language and Literature HL I
IB DP Korean Language and Literature HL II
IB DP A2 English SL II (Discontinued after the 2011/2012 school year)
IB DP A2 English HL II (Discontinued after the 2011/2012 school year)
IB DP A1 English SL II (Discontinued after the 2011/2012 school year)
IB DP A1 English HL II (Discontinued after the 2011/2012 school year)
English 11
English 12
Reading for Pleasure
Publications: Newspaper and Yearbook

Course Descriptions

IB MYP English Literature 9

Grade Level: Grade 9

MYP English Literature 9 is academically rigorous, and equips students with linguistic, analytical and communicative skills that can also be used in an interdisciplinary manner across all other subject groups. There are six skill areas: listening, speaking, reading, writing, viewing and presenting, which develop as both independent and interdependent skills. Students develop these skills through the study of both language and literature. The choice of texts also provides opportunities for and influences students in further developing the attributes of the IB learner profile. Over the duration of the course, students will analyze speeches, short stories, novels, plays and poetry. Summative assessments will include essays, poems, oral activities, presentations, and projects.

Prerequisites: MYP English A Gr 8 or equivalent; MYP English B Gr 8 with minimum appropriate scores for transition

Credit: 1.0

Length of course: 1 year

Texts: *Never Cry Wolf* by Farley Mowat, short stories as selected by teacher, poetry as selected by teacher, *The Story of the Shipwrecked Sailor* by Gabriel García Márquez, excerpts of *The Odyssey* by Homer, *Dystopian novels*, *Romeo and Juliet* by William Shakespeare

IB MYP English Literature 10

Grade Level: Grade 10

MYP English Literature 10 is academically rigorous, and equips students with linguistic, analytical and communicative skills that can also be used in an interdisciplinary manner across all other subject groups. There are six skill areas: listening, speaking, reading, writing, viewing and presenting, which develop as both independent and interdependent skills. Students develop these skills through the study of both language and literature. The choice of texts also provides opportunities for and influences students in further developing the attributes of the IB learner profile. Over the duration of the course, students will analyze a variety of texts, short stories, novels, plays, poetry and media sources. Summative assessments will include essays, poems, oral activities, presentations, and projects.

Prerequisites: MYP Language A Gr 9 or equivalent; MYP Language B Gr 10 with minimum appropriate scores for transition

Credit: 1.0

Length of course: 1 year

Texts: *Hiroshima* by John Hersey, *To Kill a Mockingbird* by Harper Lee, short stories as selected by teacher, poetry as selected by teacher, media texts as selected by teacher, *A Midsummer Night's Dream* by William Shakespeare

IB MYP Korean Literature 9
Grade Level: Grade 9

Through analysis of expository texts and literature, students develop an appreciation and a higher level of Korean language proficiency. Specific content includes application of written expository texts; the pros and cons of media; the study of a variety of Oriental philosophy that ruled Koreans' minds and souls for many decades; and the exploration of novels, essays, and poetry to investigate how a human's environment and background affects his/her relationships and lifestyle.

Formative and summative assessments include language and vocabulary quizzes; writing tests and projects using various writing formats for purposes of description, narration, explanation, argument, exploration, and analysis; PowerPoint presentations, interviews, group discussions, and individual oral presentations.

Prerequisites: 6 years of Korean language study or experience, placement test, and teacher approval.

Credit: 1.0

Length of course: 1 year

Resources:

Korean A1 textbook (application of expository writing)

Text article on Communication

Textbook on Oriental philosophy

Literature (novels *홍길동전*, *안네의 일기*, *봄바람*, essays, poetry)

Korean version of online encyclopedia and dictionary

Authentic online and print Korean newspapers

Various research and informational websites, television

IB MYP Korean Literature 10

Grade Level: Grade 10

Literature is concerned with our conceptions, interpretations and experiences of the world. The Korean Literature Programme encourages competent Korean students to analyse works through a variety of ways. Content includes an introduction to Western philosophy as well as Korean literature through novels, poetry, essays, and drama.

Summative assessments primarily include tests, projects, and orals. These assessed activities will show a student's comprehension and analysis of adapted pieces as well as academic and common language. Formative assessments include homework, quizzes, process, teacher observation, class work, reading logs, and journals.

Prerequisites: Korean Language Advanced or previous Korean Literature 9 class and teacher recommendation based on the placement test for new TCIS students.

Credit: 1.0

Length of course: 1 year

Resources:

Short novel: <치숙> 채만식

<봄봄>, <동백꽃> 김유정

<감자>, <붉은 산> 김동인

The Korean War in literature and films:

<수난이대> 하근찬

<JSA 공동경비구역>, <웰컴투 동막골> : Movie

Two longer novels under the same theme:

<우리들의 일그러진 영웅> 이문열

<우상의 눈물> 전상국

World literature books in translation

<Sophie's world> by Jostein Gardner

<Romeo and Juliet> by William Shakespeare

Poetry: Various poetry selections

Drama and essays: Various essays and drama

Writing 1: Research Writing

Grade Level: 9 and 10

Research Writing is a workshop course using the Writing Process and the Six-Traits framework. Students will develop research skills including the Big Six Strategy, MLA citations, in-text citations, and paraphrasing. Students will learn how to avoid violations of Academic Integrity in writing.

Summative assessments will include research and career research essays and presentations. This course is a prerequisite for IB DP Language A: Language and Literature and IB DP Language A: Literature.

Prerequisites: MYP English A Year 3 or equivalent; MYP English B Year 3 with minimum appropriate scores for transition or teacher's recommendation.

Credit: 0.5

Length of course: 1 semester

Texts: *Writer's Inc.*

Writing 2: Media

Grade Level: 9 and 10

Media Writing is a workshop course using the Writing Process and the Six-Traits framework. Students will develop the skills to write a multitude of media texts including, but not limited to, newspaper articles, magazine articles, advertisements. They will also focus on developing persuasive writing skills.

Summative assessments will include essays, projects and media products. This course is a prerequisite for IB DP Language A: IB DP Language and Literature.

Prerequisites: MYP English A Year 3 or equivalent; MYP English B Year 3 with minimum appropriate scores for transition

Credit: 0.5

Length of course: 1 semester

Texts: *Writer's Inc.*

Writing 3: IB DP Commentary Writing and College Application Preparation Writing

Grade Level: 9 and 10

Commentary Writing is a workshop course using the Writing Process and the Six-Traits framework. Students will develop college application writing skills, college essay writing skills, commentary writing skills SIFTSEI, the five-paragraph essay structure, and crafting thesis statements.

Summative assessments will include college essays, business and application letter writing, written and oral literary commentaries. This course is a prerequisite for IB DP Language A: IB DP Language and Literature and IB DP Language A: Literature.

Prerequisites: MYP English A 9 or equivalent; MYP English B 9 with minimum appropriate scores for transition

Credit: 0.5

Length of course: 1 semester

Texts: *Writer's Inc.*

IB DP English Literature SL I

Grade Level: 11

IB DP English Literature SL I is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. Through the study of a wide range of literature, the English language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches.

The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. It is divided into four parts over two years, each with a particular focus. Part 1: Works in translation (2 works); Part 2: Detailed study (2 works); Part 3: Literary genres (3 works); Part 4: Options (3 works). However in Y1 Parts 4 and 1 are studied. Summative Assessments will include the IB Paper 1 literary analysis, Paper 2 Comparative essay, World Literature Assignment, Individual Oral Presentation and Individual Oral Commentary and Discussion.

Prerequisites: MYP English Literature 10 or equivalent (recommended is Writing 1: Research, Writing 3: Commentary / College Application Preparation based on approval of IB DP Advisory Committee)

Credit: 1.0

Length of course: 1 year. This is the first year of a two-year course.

Texts: *The Metamorphosis* by Franz Kafka; *The Stranger* by Albert Camus; *Silence* by Shusaku Endo or *Peace Child* by Dan Richardson, *Pyongyang* by Guy Delisle or the Poetry of John Donne; Short Stories by Flannery O'Connor or Leo Tolstoy (These texts are under review based on the newly released IB Prescribed List of Authors and Prescribed Literature in Translation List)

IB DP English Literature SL II

Grade Level: 12

IB DP English Literature SL II is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. Through the study of a wide range of literature, the English language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches.

The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. It is divided into four parts over two years, each with a particular focus. Part 1: Works in translation (2 works); Part 2: Detailed study (2 works); Part 3: Literary genres (3 works); Part 4: Options (3 works). However in Y2 Parts 2 and 3 are studied. Summative Assessments will include the IB Paper 1 literary analysis, Paper 2 Comparative essay, World Literature Assignment, Individual Oral Presentation and Individual Oral Commentary and Discussion.

Prerequisites: IB DP Literature SL I or equivalent, based on approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year. This is the second year of a two-year course.

Texts: *Twelfth Night* by William Shakespeare; Poetry by Robert Frost, Margaret Atwood, or Emily Dickinson; *Pygmalion* by George Bernard Shaw; *The Glass Menagerie* by Tennessee Williams; *The Death of the Salesman* by Arthur Miller. (These texts are under review based on the newly released IB Prescribed List of Authors and Prescribed Literature in Translation List.)

IB DP English Literature HL I

Grade Level: 11

IB DP English Literature HL I is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. Through the study of a wide range of literature, the English language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches.

The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. It is divided into four parts over two years, each with a particular focus. Part 1: Works in translation (3 works); Part 2: Detailed study (3 works); Part 3: Literary genres (4 works); Part 4: Options (3 works). However in Y1 Parts 4 and 1 are studied. Summative assessments will include the IB Paper 1 literary commentary, Paper 2 Comparative essay, Two World Literature Assignments, Individual Oral Presentation and Individual Oral Commentary and Discussion.

Prerequisites: MYP English Literature 10 or equivalent (recommended is Writing 1: Research, Writing 3: Commentary / College Application Preparation based on approval of IB DP Advisory Committee)

Credit: 1.0

Length of course: 1 year. This is the first year of a two-year course.

Texts: *Survival in Auschwitz* by Primo Levi; *The Metamorphosis* by Franz Kafka; *The Stranger* by Albert Camus, *Silence* by Shusaku Endo or *Peace Child* by Dan Richardson; *Pyongyang* by Guy Delisle or the Poetry of John Donne; Short Stories by Flannery O'Connor or Leo Tolstoy (These texts are under review based on the newly released IB Prescribed List of Authors and Prescribed Literature in Translation List)

IB DP English Literature HL II

Grade Level: 12

IB DP English Literature HL II is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. Through the study of a wide range of literature, the English language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches.

The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. It is divided into four parts over two years, each with a particular focus. Part 1: Works in translation (3 works); Part 2: Detailed study (3 works); Part 3: Literary genres (4 works); Part 4: Options (3 works). However in Y2 Parts 2 and 3 are studied. Summative assessments will include the IB Paper 1 literary commentary, Paper 2 Comparative essay, Two World Literature Assignments, Individual Oral Presentation and Individual Oral Commentary and Discussion.

Prerequisites: IB DP English Literature HL I or equivalent, based on approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year. This is the second year of a two-year course.

Texts: *King Lear* by William Shakespeare; *Emma* by Jane Austen; Poetry by Robert Frost, Margaret Atwood, or Emily Dickinson; *Pygmalion* by George Bernard Shaw; *The Merchant of Venice* by William Shakespeare; *The Glass Menagerie* by Tennessee Williams; *The Death of the Salesman* by Arthur Miller; (These texts are under review based on the newly released IB Prescribed List of Authors and Prescribed Literature in Translation List and may be changed)

IB DP English Language and Literature SL I
Grade Level: 11

IB DP Language and Literature comprises four parts—two relate to the study of the English language and two to the study of English literature. The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the DP Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. The DP Language and Literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

A wider aim of the course is the development of an understanding of “critical literacy” in students. DP Language and Literature is divided into four parts: Part 1 Language in a Cultural Context, Part 2: Language and Mass Communication, Part 3: Literature- Texts and Contexts, and Part 4: Literature- Critical Study. Summative assessments will include the IB Paper 1 Textual Analysis exam, Paper 2 Essay, Written Task, Individual Oral Commentary, and Oral Activities.

Prerequisites: MYP Language A Year 5 or equivalent (recommended is Writing 1: Research, Writing 2: Media Writing, 3: Commentary / College Application Preparation based on approval of IB DP Advisory Committee)

Credit: 1.0

Length of course: 1 year. This is the first year of a two-year course.

Texts: *Pride and Prejudice* by Jane Austen, *Cyrano de Bergerac* by Edmund Rostand, *Twelfth Night* by William Shakespeare, Poetry by Emily Dickinson, Robert Frost or Margaret Atwood (These texts are under review based on the newly released IB Prescribed List of Authors and Prescribed Literature in Translation List)

IB DP English Language and Literature SL II

Grade Level: 12

IB DP Language and Literature comprises four parts—two relate to the study of the English language and two to the study of English literature. The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the DP Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. The DP Language and Literature course aims to develop in students' skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

A wider aim of the course is the development of an understanding of “critical literacy” in students. DP Language and Literature is divided into four parts: Part 1 Language in a Cultural Context, Part 2: Language and Mass Communication, Part 3: Literature- Texts and Contexts, and Part 4: Literature- Critical Study. Summative assessments will include the IB Paper 1 Textual Analysis exam, Paper 2 Essay, Written Task, Individual Oral Commentary, and Oral Activities.

Prerequisites: DP Language and Literature Y1 SL or equivalent, based on approval of IB DP Advisory Committee.

Credit: 1.0

Length of course: 1 year. This is the second year of a two-year course.

Texts: *Pride and Prejudice* by Jane Austen, *Cyrano de Bergerac* by Edmund Rostand, *Twelfth Night* by William Shakespeare, Poetry by Emily Dickinson, Robert Frost or Margaret Atwood (These texts are under review based on the newly released IB Prescribed List of Authors and Prescribed Literature in Translation List.)

IB DP Korean Literature SL I

Grade Level: 11

Students engage in the detailed analysis of literature depicting multiple perspectives, which reflect the underlying unity of the human experience. The course explores content, themes, styles, and genres of international works, as well as articulates critical interpretations. Content topics include introduction to the language of style analysis; thematic analysis and close reading of three works; and cultural and thematic study of two world literature works. Standard level studies one fewer work than higher level.

Formative and summative assessments:

Knowledge and Understanding: Quizzes, papers, projects, and vocabulary activities

Analysis and Interpretation: Discussions and oral presentations

Oral and written assessments are based on the IB rubrics designed for the different units of study.

Prerequisites: Placement Test and approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Resources:

Part 4: Options

<장마> 윤홍길

<그 많던 싱아는 누가 다 먹었을까> 박완서

<Lord of the Flies> William Golding

Part 1: Works in translation

<(L')Etranger> Albert Camus

<Die Verwandlung> Franz Kafka

IB DP Korean Literature SL II
Grade Level: 12

Through a broad range of literature, students engage in the detailed analysis of various literary works depicting multiple perspectives that reflect the underlying unity of the human experience; explore content, themes, styles, and genres of international works; and articulate critical interpretations.

Content topics include introduction to the process of oral and written commentary; genre commentary and close reading of two different works; and commentary and close reading of three works in one genre. Standard level studies two fewer works than higher level.

Formative and summative assessments:

Knowledge and Understanding: Quizzes, papers, projects, and vocabulary activities

Analysis and Interpretation: Discussion and oral presentation

Oral and written assessments are based on the IB rubrics designed for the different units of study.

Prerequisites: IB Korean SL I

Credit: 1.0

Length of course: 1 year

Resources:

Part 2: Detailed study

<하늘과 바람과 별과 시> 윤동주 시집

<인연> 피천득 수필집

Part 3: Literary genres

<난장이가 쏘아 올린 작은 공> 조세희

<당신들의 천국> 이청준

<Of Mice and Men> John Ernest Steinbeck

IB DP Korean Literature HL I
Grade Level: 11

This is the first year of a two-year course of study designed to meet the requirements of the IB Diploma. It is primarily a literature course with emphasis on close reading of literary texts and their literary analysis in both oral and written commentary forms. Students engage in the detailed analysis of literature depicting multiple perspectives that reflect the underlying unity of the human experience. Students explore content, themes, styles, and genres of international works and articulate independent critical interpretations and responses in oral and written forms. Content includes six full-length texts that may include short stories, novels, and world literature works.

Formative and summative assessments:

Knowledge and Understanding: Quizzes, papers, projects, and vocabulary activities

Analysis and Interpretation: Discussion and oral presentation

Assessment includes formative and summative quizzes, tests, papers, projects, homework assignments, and orals. Essay writing, normally the summative assessment at the end of a unit, will comprise the majority of a student's grade. In addition to their regular assignments and assessments, students may complete individual oral presentations and written assignments based on works in translation.

Prerequisites: Placement test and approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Resources:

<장마> by 윤홍길

<그 많던 싱아는 누가 다 먹었을까> by 박완서

<감자먹는 사람들> by 신경숙

<One Day in the Life of Ivan Denisovitch> by Aleksandre Solzhenitsyn

<The Stranger> by Albert Camus

<Die Verwandlung> by Franz Kafka

IB DP Korean Literature HL II

Grade Level: 12

This course is the second year of a two-year course of study designed to meet the requirements of the IB diploma. Continuing the literary focus of IB Korean A1 HL I, this course further develops students' in-depth understanding of quality literature and refines critical analysis skills. Content includes seven full-length texts that may include short stories, novels, poetry, and essays.

Assessment includes formative and summative quizzes, tests, papers, projects, homework assignments, and orals. Essay writing, normally the summative assessment at the end of a unit, will comprise the majority of a student's grade. In addition to their regular assignments and assessments, students will complete a recorded individual oral commentary and two externally monitored examinations given in May to qualify for the Korean IB Diploma or Certificate.

Prerequisites: Completion of IB Korean A1 HL I

Credit: 1.0

Length of course: 1 year

Resources:

<운수좋은 날> by 현진건

<하늘과 바람과 별과 시> by 윤동주

<인연> by 피천득

<난장이가 쏘아 올린 작은 공> by 조세희

<당신들의 천국> by 이청준

<카인의 후예> by 황순원

<Of Mice and Men> by John Steinbeck

IB DP Korean Language and Literature SL I

Grade Level: 11

IB DP Korean Language and Literature comprises four parts—two relate to the study of the Korean language and two to the study of Korean literature. The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the DP Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. The DP Language and Literature course aims to develop in students' skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally-determined reading practices. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

A wider aim of the course is the development of an understanding of "critical literacy" in students. DP Language and Literature is divided into four parts: Part 1: Language in a Cultural Context, Part 2: Language and Mass Communication, Part 3: Literature- Texts and Contexts, and Part 4: Literature- Critical Study.

Summative assessments will include the IB Paper 1 Textual Analysis exam, Paper 2 Essay, Written Task, Individual Oral Commentary, and Oral Activities.

Prerequisites: MYP Korean Literature 10 or MYP Korean 6, placement test and approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Texts: under review based on the newly released IB Prescribed List of Authors and Prescribed Literature in Translation List

IB DP Korean Language and Literature SL II

Grade Level: 12

IB DP Korean Language and Literature comprises four parts—two relate to the study of the Korean language and two to the study of Korean literature. The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the DP Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. The DP Language and Literature course aims to develop in students' skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally-determined reading practices. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

A wider aim of the course is the development of an understanding of “critical literacy” in students. DP Language and Literature is divided into four parts: Part 1: Language in a Cultural Context, Part 2: Language and Mass Communication, Part 3: Literature- Texts and Contexts, and Part 4: Literature- Critical Study.

Summative assessments will include the IB Paper 1 Textual Analysis exam, Paper 2 Essay, Written Task, Individual Oral Commentary, and Oral Activities.

Prerequisites: DP Korean Language and Literature SL I or equivalent, or approval of IB DP Advisory Committee.

Credit: 1.0

Length of course: 1 year

Texts: Texts are under review based on the newly released IB Prescribed List of Authors and Prescribed Literature in Translation List.

IB DP Korean Language and Literature HL I

IB DP Korean Language and Literature comprises four parts—two relate to the study of the Korean language and two to the study of Korean literature. The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the DP Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. The DP Language and Literature course aims to develop in students' skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally-determined reading practices. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

A wider aim of the course is the development of an understanding of “critical literacy” in students. DP Language and Literature is divided into four parts: Part 1: Language in a Cultural Context, Part 2: Language and Mass Communication, Part 3: Literature- Texts and Contexts, and Part 4: Literature- Critical Study. Summative assessments will include the IBO Paper 1 Textual Analysis exam, Paper 2 Essay, 2 Written Tasks, Individual Oral Commentary, and Oral Activities.

Prerequisites: MYP Korean Literature 10 or MYP Korean 6, placement test and approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year. This is the first year of a two-year course.

Texts: 3 texts, to be selected from the newly released IB Prescribed List of Authors and Prescribed Literature in Translation List

IB DP Korean Language and Literature HL II

IB DP Korean Language and Literature comprises four parts—two relate to the study of the Korean language and two to the study of Korean literature. The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the DP Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. The DP Language and Literature course aims to develop in students' skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally-determined reading practices. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

A wider aim of the course is the development of an understanding of “critical literacy” in students. DP Language and Literature is divided into four parts: Part 1 Language in a Cultural Context, Part 2: Language and Mass Communication, Part 3: Literature- Texts and Contexts, and Part 4: Literature- Critical Study. Summative assessments will include the IBO Paper 1 Textual Analysis exam, Paper 2 Essay, 2 Written Tasks, Individual Oral Commentary, and Oral Activities.

Prerequisites: DP Korean Language and Literature Year 1 HL or equivalent, or approval of IB DP Advisory Committee.

Credit: 1.0

Length of course: 1 year. This is the second year of a two-year course.

Texts: 3 texts, to be selected from the newly released IB Prescribed List of Authors and Prescribed Literature in Translation List

IB DP A2 English SL II (Discontinued after the 2011/2012 school year)

Grade Level: 12

In A2 English SL students study language, texts, and culture for the refinement and analysis of context, style, and theme: explore English-speaking cultures; make connections to familiar language and culture; and discuss, argue, and debate similarities and differences among texts. The course is divided into three parts: Part 1: Literature (*Pride and Prejudice*, *The Handmaid's Tale* and *A Raisin in the Sun*), Part 2: Language and Culture (The History of English, English as a Global Language, and Bilingualism/Biculturalism), and Part 3: Literature (*Twelfth Night*, short stories, and poetry). Summative assessments will include the IB Written Tasks with Rationales, Paper 1 Comparative Commentaries, Paper 2 Persuasive Essays, Individual Oral Commentaries, and Interactive Orals.

Prerequisites: English 10 and Writing 2, based on approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Texts: *Pride and Prejudice* by Jane Austen; *The Handmaid's Tale* By Margaret Atwood; *A Raisin in the Sun* by Lorraine Hansberry; *Twelfth Night* by William Shakespeare; short stories by Katherine Mansfield, Flannery O'Connor and Graham Greene; poetry by Robert Frost, Elizabeth Bishop, Wilfred Owen

IB DP A2 English HL II (Discontinued after the 2011/2012 school year)

Grade Level: 12

In A2 English HL students study language, texts, and culture for the refinement and analysis of context, style, and theme: explore English-speaking cultures; make connections to familiar language and culture; and discuss, argue, and debate—with sophistication—similarities and differences among texts. The course is divided into four parts: Part 1: Literature (*Pride and Prejudice*, *The Handmaid's Tale* and *A Raisin in the Sun*), Part 2: Language and Culture (The History of English, English as a Global Language, and Bilingualism/Biculturalism), Part 3: Literature (*Twelfth Night*, short stories, and poetry) and Part 4: Media and Culture (Media Giants: Bias and Sensationalism and Propaganda/Advertising). Summative assessments will include the IB Written Tasks with Rationales, Paper 1 Comparative Commentaries, Paper 2 Persuasive Essays, Individual Oral Commentaries, and Interactive Orals.

Prerequisites: English 10 and Writing 2, based on approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Texts: *Pride and Prejudice* by Jane Austen; *The Handmaid's Tale* By Margaret Atwood; *A Raisin in the Sun* by Lorraine Hansberry; *Twelfth Night* by William Shakespeare; short stories by Katherine Mansfield, Flannery O'Connor and Graham Greene; poetry by Robert Frost, Elizabeth Bishop, Wilfred Owen

IB A1 English SL II (Discontinued after the 2011/2012 school year)

Grade Level: 12

Literature is concerned with our perceptions, interpretations and experiences of the world. The English A1 Language Programme encourages competent English students to analyse works through a variety of ways. The study of World Literature plays an essential part of this course due to its global perspective. The course is divided into four parts, totaling 12 works. Part 1: World Literature - 3 Works; Part 2: Detailed Study – 3 Works; Part 3: Group of Works - 3 Works; Part 4: School's Free Choice - 3 Works. Summative assessments will include the IB Paper 1 written commentary, Paper 2 Comparative essay, Comparative World Literature Assignment, Individual Oral Presentation and Individual Oral Commentary.

Prerequisites: IB A1 English Y1 or equivalent, based on approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year. This is the second year of a two-year course.

Texts: *Survival in Auschwitz* by Primo Levi; *The Metamorphosis* by Franz Kafka; *The Stranger* by Albert Camus; *Much Ado about Nothing* by William Shakespeare; Poetry by Robert Frost, and Margaret Atwood; *Pygmalion* by George Bernard Shaw; *A Doll's House* by Henrik Ibsen, *The Death of the Salesman* by Arthur Miller; *Peace Child* by Don Richardson; *Pyongyang* by Guy Delisle; Short Stories by Flannery O'Connor and Leo Tolstoy

IB A1 English HL II (Discontinued after the 2011/2012 school year)

Grade Level: 12

Literature is concerned with our perceptions, interpretations and experiences of the world. The English A1 Language Programme encourages competent English students to analyse works through a variety of ways. The study of World Literature plays an essential part of this course due to its global perspective. The course is divided into four parts, totaling 15 works. Part 1: World Literature - 3 Works; Part 2: Detailed Study - 4 Works; Part 3: Group of Works - 4 Works; Part 4: School's Free Choice - 4 Works. Summative assessments will include the IB Paper 1 written commentary, Paper 2 Comparative essay, Two Comparative World Literature Assignments, Individual Oral Presentation and Individual Oral Commentary.

Prerequisites: IB A1 English Y1 or equivalent, based on approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Texts: *Survival in Auschwitz* by Primo Levi; *The Metamorphosis* by Franz Kafka; *The Stranger* by Albert Camus; *King Lear* by William Shakespeare; *Much Ado about Nothing* by William Shakespeare; *Emma* by Jane Austen; Poetry by John Donne, Robert Frost, and Margaret Atwood; *Pygmalion* by George Bernard Shaw; *A Doll's House* by Henrik Ibsen, *The Death of the Salesman* by Arthur Miller; *A Woman in Mind/December Bee* by Alan Ayckburn; *Peace Child* by Don Richardson, *Silence* by Shusaku Endo; *Pyongyang* by Guy Delisle; Short Stories by Flannery O'Connor and Leo Tolstoy

English 11

Grade Level: 11

English 11 is an English course for students who will be successful with additional teacher support. This course focuses on developing proficiency in English listening, speaking, reading and writing skills. Over the duration of the course, students will use speeches, short stories, novels, plays, poetry and media sources to develop language skills. Summative assessments will include essays, poems, oral activities, presentations, and projects.

Prerequisites: English 10 B and Writing 2 B, or modified English 10

Credit: 1.0

Length of course: 1 year

Texts: Selected by individual teachers based on student needs

English 12

Grade Level: 12

English 12 is an English course for students who will be successful with additional teacher support. This course focuses on developing proficiency in English listening, speaking, reading and writing skills. Over the duration of the course, students will use speeches, short stories, novels, plays, poetry and media sources to develop language skills. Summative assessments will include essays, poems, oral activities, presentations, and projects.

Prerequisites: English 11 and Writing 2 B.

Credit: 1.0

Length of course: 1 year

Texts: Selected by individual teachers based on student needs

Reading for Pleasure**Grade Level: 9, 10, 11 and 12**

Reading for Pleasure is an elective course designed to promote independent reading pleasure. The students read a variety of self-selected texts at their reading level, based on the Star Reading Test (Accelerated Reader). The students set reading goals and demonstrate their understanding of the texts they read through a variety of projects.

Prerequisites: MYP English Year 3 or equivalent; MYP English B Year 3 with minimum appropriate scores for transition

Credit: 0.5

Length of course: 1 semester

Texts: Selected by individual students

Publications: Newspaper and Yearbook**Grade Level: 9, 10, 11 and 12**

Publications: Newspaper and Yearbook is focused on the development and publication of the *Golden Dragon* and *Kulsai*. The students develop layout and story-writing skills. The final products will be the online and print versions of *The Golden Dragon* and the print version of the *Kulsai*. Summative assessments will include articles and layouts for the publications.

Prerequisites: MYP English A Year 3 or equivalent; MYP English B Year 3 with minimum appropriate scores for transition

Credit: 1.0

Length of course: 1 year

Texts: Selected by individual teachers

ADDITIONAL LANGUAGES
IB MYP Language B, IB DP Group 2, and HS Courses

IB MYP English Language 9
IB MYP English Language 10
IB MYP Korean 1 / Korean 1
IB MYP Mandarin 1 / Mandarin 1
IB MYP Spanish 1 / Spanish 1
IB MYP Korean 2 / Korean 2
IB MYP Mandarin 2 / Mandarin 2
IB MYP Spanish 2 / Spanish 2
IB MYP Korean 3 / Korean 3
IB MYP Mandarin 3 / Mandarin 3
IB MYP Spanish 3 / Spanish 3
IB MYP Korean 4 / Korean 4
IB MYP Mandarin 4 / Mandarin 4
IB MYP Spanish 4 / Spanish 4
IB MYP Korean 5 / Korean 5
IB MYP Korean 6 / Korean 6
IB DP Mandarin Ab Initio SL I
IB DP Mandarin Ab Initio SL II
IB DP Spanish Ab Initio SL I
IB DP Spanish Ab Initio SL II
IB DP English Language HL I
IB DP English Language HL II
IB DP Korean Language SL I
IB DP Korean Language SL II
IB DP Korean Language HL I
IB DP Korean Language HL II
IB DP Mandarin Language SL I
IB DP Mandarin Language SL II
IB DP Mandarin Language HL I
IB DP Mandarin Language HL II
IB DP Spanish Language SL I
IB DP Spanish Language SL II

Course Descriptions

IB MYP English Language 9

Grade Level: Grade 9

The study of MYP English Language 9 aims to encourage in the student a respect for and understanding of the English language and culture, and to provide a skills base to facilitate further language learning. MYP English Language 9 develops skills across four areas: listening, speaking, reading and writing. Over the duration of the course, students will use speeches, short stories, novels, plays and poetry to develop language skills. Summative assessments will include essays, poems, oral activities, presentations, and projects.

Prerequisites: MYP English B Year 3 or equivalent

Credit: 1.0

Length of course: 1 year

Texts: *Never Cry Wolf* by Farley Mowat, short stories as selected by teacher, poetry as selected by teacher, excerpts of *The Odyssey* by Homer (adapted and audio versions of literature will be used), *Romeo and Juliet* by William Shakespeare (adapted and audio versions of literature will be used)

IB MYP English Language 10

Grade Level: Grade 10

The study of MYP English Language 10 aims to encourage in the student a respect for and understanding of the English language and culture, and to provide a skills base to facilitate further language learning. MYP English Language 10 develops skills across four areas: listening, speaking, reading and writing. This course uses a variety of types of texts and situations to develop language skills. Over the duration of the course, students will use speeches, short stories, novels, plays, poetry and media sources to develop language skills. Summative assessments will include essays, poems, oral activities, presentations, and projects.

Prerequisites: MYP English Language 9 or equivalent

Credit: 1.0

Length of course: 1 year

Texts: *Hiroshima* by John Hersey, *To Kill a Mockingbird* by Harper Lee, short stories as selected by teacher, poetry as selected by teacher, media texts as selected by teacher, *A Midsummer Night's Dream* by William Shakespeare (adapted and audio versions of literature will be used)

IB MYP Korean 1 / Korean 1

This foundational course emphasizes the communicative ability and cultural awareness necessary to interact in basic everyday social situations to empower students for further work, study, or travel using the language. Content includes an introduction to Korean Hangeul alphabet, greetings, daily school life and schedules (time, numbers, days of the week), daily activities, holidays, shopping at the stationary store, and street directions and transportation.

Formative and summative assessments include quizzes and unit tests on grammar concepts and vocabulary knowledge; oral assessments that include dialogues, role plays, interviews, and oral presentations; writing postcards, notes, letters and journals of descriptive, narrative, and expository nature; and reading comprehension of various level-appropriate texts; and writing notes, letters, journals, and short descriptions.

Prerequisites: None

Credit: 1.0

Length of course: 1 year

Resources:

Seogang Korean Level 1A textbook and workbook,

Reading Korean for beginners

안녕하세요 초급 한국어

Pathfinder in Korean 1

Various research and informational websites

IB MYP Mandarin 1 / Mandarin 1

This foundational course emphasizes the communicative ability and cultural awareness necessary to interact in basic everyday social situations to empower students for further work, study, or travel using the language. Content includes Pinyin Romanization/pronunciation, Pinyin notation, writing Chinese characters, talking about oneself, numbers, times of day, directions on the street, places, shopping for clothes, using money, counting, colors, personal electronics, furniture, fruits, measure words for objects, like/would like, making appointments, feeling sick and describing physical condition, and daily activities or hobbies.

Formative and summative assessments include grammar concepts and vocabulary knowledge; oral practice such as discussions, dialogues, interviews, responses to media; individual oral presentations; reading comprehension of various level-appropriate texts; and writing notes, letters, journals, and short descriptions.

Prerequisites: None:

Credit: 1.0

Length of course: 1 year

Resources:

Elementary Spoken Chinese Book 1

Various research and informational websites

IB MYP Spanish 1 / Spanish 1

This foundational course emphasizes the communicative ability and cultural awareness necessary to interact in basic everyday social situations to empower students for further work, study, or travel using the language. Content includes an introduction to the Spanish-speaking world; community and relationships; friends and family; daily school life, activities, and obligations; schedules, meals and activities around town; free time and invitations; sports weather, preferences and opinions; the neighborhood; shopping and restaurant dining.

Formative and summative assessments include quizzes and unit tests on grammar concepts and vocabulary knowledge; oral assessments that include dialogues, role plays, interviews, and oral presentations; writing postcards, notes, letters and journals of descriptive, narrative, and expository nature; and reading comprehension of various level-appropriate texts; and writing notes, letters, journals, and short descriptions.

Prerequisites: None:

Credit: 1.0

Length of course: 1 year

Resources:

En Español Level 1 textbook, Spanish Readers *Pobre Ana* and *Mi Propio Auto*.

Various research and informational websites

www.hrw.com for text-related activities and an atlas in Spanish

World Book Hallazgos Spanish version of online encyclopedia

Brainpop.com in Spanish

IB MYP Korean 2 / Korean 2

The foundational course expands social communication skills about topics related to self and immediate environment, increases cultural awareness, develops basic reading skills and strategies, and increases writing ability in preparation for higher language study. Content includes daily routine, around the house, leisure activities (hobbies), jobs, travel planning, grocery shopping, past experiences, family relationships, health (describing physical condition), making appointments, and ordering fast food and snacks.

Formative and summative assessments include quizzes and unit tests on grammar concepts and vocabulary knowledge; role-plays, dialogues, interviews, discussions, and responses to media; individual oral presentations; reading comprehension of various level-appropriate texts; and written letters, emails, journals, and articles of descriptive, narrative, or expository nature.

Prerequisites: HS Korean 1, MS Standard 2, or teacher recommendation based on proficiency test results

Credit: 1.0

Length of course: 1 year

Resources:

Seogang Korean Level 1B textbook and workbook

Reading Korean for beginners

Pathfinder 1

안녕하세요 초급 한국어2

Various research and informational websites

IB MYP Mandarin 2 / Mandarin 2

This foundational course expands social communication skills about topics related to self and immediate environment, increases cultural awareness, develops basic reading skills and strategies, and increases writing ability in preparation for higher language study.

Content includes talking about timetables, introductions, weather, giving and following directions in buildings and on the phone, describing weekend plans, describing activities, doing more than one thing at once, describing an illness, asking for permission or time, ordering food in a restaurant, shopping, describing famous places in China, and reading Chinese short stories.

Formative and summative assessments include quizzes on grammar concepts and vocabulary knowledge; role plays, dialogues, interviews, responses to media, discussions, and individual oral presentations; reading comprehension of various level-appropriate texts; and writing letters, emails, journals, short descriptions, and various advertisements.

Prerequisites: HS Mandarin 1, MS Standard 2 or 3, or teacher recommendation based on proficiency test results

Credit: 1.0

Length of course: 1 year

Resources: *Elementary Spoken Chinese* Book 1

IB MYP Spanish 2 / Spanish 2

The foundational course expands social communication skills about topics related to self and immediate environment, increases cultural awareness, develops basic reading skills and strategies, and increases writing ability in preparation for higher language study. Content includes daily routine; around the house; planning a party; modes of communication and media, childhood experiences and family relationships; city activities and foods; fitness, health, and emergencies; and city travel.

Formative and summative assessments include quizzes and unit tests on grammar concepts and vocabulary knowledge; role-plays, dialogues, interviews, discussions, and responses to media; individual oral presentations; reading comprehension of various level-appropriate texts; and written letters, emails, journals, and articles of descriptive, narrative, or expository nature.

Prerequisites: HS Spanish 1, MS Standard 2 or 3, or teacher recommendation based on proficiency test results

Credit: 1.0

Length of course: 1 year

Resources:

En Español Level 1 and 2 textbooks

Spanish readers: *¿Dónde está Eduardo? Casi se muere*

Various research and informational websites

www.hrw.com for text-related activities and an atlas in Spanish

World Book Hallazgos Spanish version of online encyclopedia

Brainpop.com in Spanish

IB MYP Korean 3 / Korean 3

In this standard course students refine grammatical knowledge and expand vocabulary through extensive reading, speaking, listening, and writing activities in response to authentic texts and audio-visual resources. Content includes social relationships, introduction and description of self and others (using honorific form), free time and entertainment (hobbies, preferences and opinions), shopping for clothes, restaurant dining, and holiday customs.

Formative and summative assessments include quizzes on grammar concepts and vocabulary knowledge; oral dialogues, interviews, responses to media, discussions, debates, and individual oral presentations; reading comprehension of various level-appropriate texts; and writing formats such as letters and emails, journals, and articles for descriptive, narrative, expository, and persuasive purposes.

Prerequisites: HS Korean 2, MS Standard 3, or teacher recommendation based on proficiency test results

Credit: 1.0

Length of course: 1 year

Resources:

Seogang Korean Level 2A-2B textbook and workbook

Reading Korean for intermediate

Pathfinder for intermediate

안녕하세요 초급 한국어 2

재미있는 한국어 읽기 2

Various research and informational websites

Authentic online Korean-language newspapers

IB MYP Mandarin 3 / Mandarin 3

In this standard course, students refine grammatical knowledge and expand vocabulary through extensive reading, speaking, listening, and writing activities in response to authentic texts and audio-visual resources. Course content includes discussing one's experiences; describing physical appearance and personality; making appointments with others; bargaining and shopping; comparisons; reviewing movies, music, and books; ordering food in a restaurant; talking about heroes, idols or role-models; identifying strengths and weaknesses; describing hypothetical situations; and discussing world-views.

Formative and summative assessments include quizzes on vocabulary knowledge; oral dialogues, interviews, responses to media, discussions, debates, and individual oral presentations; reading comprehension of various level-appropriate texts; and writing letters, journals, descriptions, movie reviews, invitation notes for different communicative purposes.

Prerequisites: HS Mandarin 2, MS Standard 3, or teacher recommendation based on proficiency test results

Credit: 1.0

Length of course: 1 year

Resources: Various texts from online sources

IB MYP Spanish 3 / Spanish 3

In this standard course students refine grammatical knowledge and expand vocabulary through extensive speaking, listening, writing, and reading activities that explore Hispanic cultures and current events. Content includes present and past activities in the Hispanic world; descriptions and readings about people and experiences; environmental cause and effect opinions and advice; present celebrations and historical events; and future plans and current preparations.

Formative and summative assessments include quizzes on grammar concepts and vocabulary knowledge; oral dialogues, interviews, responses to media, discussions, debates, and individual oral presentations; reading comprehension of various level-appropriate texts; and writing formats such as letters and emails, journals, and articles for descriptive, narrative, expository, and persuasive purposes.

Prerequisites: HS Spanish 2, MS Standard 3, or teacher recommendation based on proficiency test results

Credit: 1.0

Length of course: 1 year

Resources:

En Español Level 3 textbook

Various research and informational websites

World Book Hallazgos Spanish version of online encyclopedia

Netrekker online resources

Brainpop.com in Spanish

Authentic online Spanish-language newspapers

Individual grammar review and practice using studyspanish.com, conjugemos.com or Colby

IB MYP Korean 4 / Korean 4

In this standard course, through a range of authentic texts and audio-visual resources, students will discuss, research, and analyze social issues and abstract ideas related to Korean culture and society while developing a higher level of language proficiency. Content includes curricular historical events, traveling (transportation, lodging, itineraries and geographical features, climate), shopping for special items, professions and the working world, health and nutrition, finding a house, folktales, and special celebrations.

Formative and summative assessments include quizzes on grammar concepts and vocabulary knowledge; interactive oral dialogues, interviews, responses to media, discussions, debates; individual oral presentations; reading comprehension of various level-appropriate texts; and writing letters and emails, journals, newspaper articles, reviews, essays, and advertisements for descriptive, narrative, expository, or persuasive purposes.

Prerequisites: HS Korean 3, MS Standard 3, or teacher recommendation based on proficiency test results

Credit: 1.0

Length of course: 1 year

Resources:

Seogang Korean Level 2B-3A textbook and workbook

Reading Korean for intermediate

Pathfinder for intermediate

재미있는 한국어 읽기 2

Various research and informational websites

Authentic online Korean-language newspapers

IB MYP Mandarin 4 / Mandarin 4

In this standard course, through a range of authentic texts and audio-visual resources, students will discuss, research, and analyze social issues and abstract ideas related to Chinese cultures and society while developing a higher level of language proficiency. Content includes description of a scene, book review, Chinese history story, Chinese education, Chinese New Year, recycling, women's roles (persuasive writing), global warming and other environmental issues, doing business (social relationships), and computer and technology.

Formative and summative assessments include quizzes on grammar concepts and vocabulary knowledge; interactive oral dialogues, interviews, responses to media, discussions, debates; individual oral presentations; reading comprehension of various level-appropriate texts; and writing letters and emails, journals, newspaper articles, reviews, essays, and advertisements for descriptive, narrative, expository, or persuasive purposes.

Prerequisites: HS Mandarin 3, MS Standard 3, or teacher recommendation based on proficiency test results

Credit: 1.0

Length of course: 1 year

Resources:

Various research and informational websites

Authentic online Chinese-language newspapers

IB MYP Spanish 4 / Spanish 4

In this standard course, through a range of authentic texts and audio-visual resources, students will discuss, research, and analyze social issues and abstract ideas related to Spanish-speaking cultures and societies while developing a higher level of language proficiency. Content includes education, work, and home; travel and accommodations; social issues in the Spanish-speaking world; telling one's story through autobiography; and Latin American legends.

Formative and summative assessments include quizzes on grammar concepts and vocabulary knowledge; interactive oral dialogues, interviews, responses to media, discussions, debates; individual oral presentations; reading comprehension of various level-appropriate texts; and writing letters and emails, journals, newspaper articles, reviews, essays, and advertisements for descriptive, narrative, expository, or persuasive purposes.

Prerequisites: HS Spanish 3, MS Standard 3, or teacher recommendation based on proficiency test results

Credit: 1.0

Length of course: 1 year

Resources:

En Español Level 3 textbook

TECLA online Spanish magazine

Various research and informational websites

Conversemos

Netrekker online resources

Brainpop.com in Spanish

Authentic online Spanish-language newspapers

Individual grammar review and practice using studyspanish.com, conjuguemos.com or Colby

IB MYP Korean 5 / Korean 5

In this standard course, students refine oral and written language skills as well as reading skills and strategies to a more sophisticated proficiency by discussing and analyzing historic and current events along with social issues and abstract ideas through the use of authentic written materials. Content includes social relationships, the importance of character, social and regional customs, cultural differences in health care, public life, current events, careers and future plan, and television programs and film.

Formative and summative assessments include quizzes on grammar concepts and vocabulary knowledge; interactive oral dialogues, interviews, responses to media, discussions, debates; individual oral presentations; reading comprehension of various level-appropriate texts; and writing letters and emails, journals, articles, reviews, essays, and advertisements for descriptive, narrative, expository, or persuasive purposes.

Prerequisites: HS Korean 4 or teacher recommendation based on proficiency test results

Credit: 1.0

Length of course: 1 year

Resources:

Seogang Korean Level 3A-3B textbook and workbook

Reading Korean for intermediate

Pathfinder for Intermediate

Exploring Korean for Intermediate High Reading Topics

재미있는 한국어 읽기 3

Various research and informational websites

Authentic online Korean-language newspapers

IB MYP Korean 6 / Korean 6

This advanced course polishes students' more formal writing and oral skills and develops their basic literary text interpretation and analysis skills for progression into MYP Korean Literature or DP Literature courses. Content includes social norms (mistakes and excuses), memories, biographies, environmental issues, magazine articles and essays, short stories, poetry, and analysis of a short novel.

Formative and summative assessments include quizzes on grammar concepts and vocabulary knowledge; interactive oral interviews, responses to media, discussions, debates; individual oral presentations; text interpretation of various types of texts, including literature; and writing journals, articles, reviews, and essays, for narrative, expository, analytical or persuasive purposes.

Prerequisites: MS Advanced, a reading proficiency capable of literature in Korean, or teacher recommendation based on proficiency test results

Credit: 1.0

Length of course: 1 year

Resources:

Seogang Korean Level 3B textbook and workbook

Pathfinder for advanced

Exploring Korean for Intermediate High Reading Topics

Various research and informational websites

Authentic online Korean-language newspapers

Korean poetry

Personal essays and short stories

Korean literature

IB DP Mandarin Ab Initio SL I

This course will emphasize communicative ability and the cultural awareness necessary to interact in basic everyday social situations to empower students for further work, study, or travel using the language. Course content includes the individual, daily life, education and work, town and services, food and drink, leisure and travel, the environment, and health and emergencies.

Formative and summative assessments include quizzes on grammar concepts and vocabulary knowledge; oral role-plays, dialogues, interviews, responses to media, discussions, debates, and individual oral presentations; reading comprehension of everyday level-appropriate texts; writing formats such as notes, letters, emails, journals, and newspaper articles for descriptive, narrative, expository, and persuasive purposes. At the end of two years of study, students will have two major IB assessments.

Prerequisites: approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Resources: various texts from online sources

IB DP Mandarin Ab Initio SL II

This course will emphasize communicative ability and the cultural awareness necessary to interact in basic everyday social situations to empower students for further work, study, or travel using the language. Course content includes the individual, daily life, education and work, town and services, food and drink, leisure and travel, the environment, and health and emergencies.

Formative and summative assessments include quizzes on grammar concepts and vocabulary knowledge; oral role-plays, dialogues, interviews, responses to media, discussions, debates, and individual oral presentations; reading comprehension of everyday level-appropriate texts; writing formats such as notes, letters, emails, journals, and newspaper articles for descriptive, narrative, expository, and persuasive purposes. At the end of two years of study, students will have two major IB assessments.

Prerequisites: IB Mandarin Ab Initio SL I

Credit: 1.0

Length of course: 1 year

Resources: various texts from online sources

IB DP Spanish Ab Initio SL I

This course will emphasize communicative ability and the cultural awareness necessary to interact in basic everyday social situations to empower students for further work, study, or travel using the language. Course content includes the individual, daily life, education and work, town and services, food and drink, leisure and travel, the environment, and health and emergencies.

Formative and summative assessments include quizzes on grammar concepts and vocabulary knowledge; oral role-plays, dialogues, interviews, responses to media, discussions, debates, and individual oral presentations; reading comprehension of everyday level-appropriate texts; writing formats such as notes, letters, emails, journals, and newspaper articles for descriptive, narrative, expository, and persuasive purposes. At the end of two years of study, students will have two major IB assessments.

Prerequisites: approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Resources:

En Español Level 1 textbook

Spanish readers *Pobre Ana* and *Patricia va a California*

Various research and informational websites

www.hrw.com for text-related activities and an atlas in Spanish

World Book Hallazgos Spanish version of online encyclopedia

TECLA online reading resources

Brainpop.com in Spanish

IB DP Spanish Ab Initio SL II

This course will emphasize communicative ability and the cultural awareness necessary to interact in basic everyday social situations to empower students for further work, study, or travel using the language. Course content includes the individual, daily life, education and work, town and services, food and drink, leisure and travel, the environment, and health and emergencies.

Formative and summative assessments include quizzes on grammar concepts and vocabulary knowledge; oral role-plays, dialogues, interviews, responses to media, discussions, debates, and individual oral presentations; reading comprehension of everyday level-appropriate texts; writing formats such as notes, letters, emails, journals, and newspaper articles for descriptive, narrative, expository, and persuasive purposes. At the end of two years of study, students will have two major IB assessments.

Prerequisites: IB Spanish Ab Initio SL I

Credit: 1.0

Length of course: 1 year

Resources:

En Español Levels 1 and 2 textbooks

Spanish readers: *¿Dónde está Eduardo?* *Casi se muere*

Various research and informational websites

www.hrw.com for text-related activities and an atlas in Spanish

World Book Hallazgos Spanish version of online encyclopedia

TECLA online reading resources

Brainpop.com in Spanish

IB DP English Language HL I

Grade Level: 11

DP English Language HL is a language acquisition course for students with some background in the English language. While acquiring the language, students will explore English culture. The focus of this course is language acquisition and intercultural understanding. The language B syllabus approaches the learning of language through meaning. Students build the necessary skills through the expansion of their receptive, productive and interactive skills. The core —is divided into three areas and is a required area of study: Communication and media, Global issues and Social relationships. In addition, two extra units of study will be undertaken: Customs and traditions; Science and technology. Students also read two works of literature. Summative Assessments will include the IB Paper 1 receptive skills exam, Paper 2 written productive skills exam, Written Assignment, Individual Oral, and Interactive Oral Activity.

Prerequisites: MYP English Language Gr 10 or equivalent, based on approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year. This is the first year of a two-year course.

Texts: *The Taming of the Shrew* by William Shakespeare, *Ender's Game* by Orson Scott Card, *Bicentennial Man* by Isaac Asimov, *The House on Mango Street* by Sandra Cisneros.

IB DP English Language HL II

Grade Level: 12

DP English Language HL II is a language acquisition course for students with some background in the English language. While acquiring the language, students will explore English culture. The focus of this course is language acquisition and intercultural understanding. The language B syllabus approaches the learning of language through meaning. Students build the necessary skills through the expansion of their receptive, productive and interactive skills. The core —is divided into three areas and is a required area of study: Communication and media, Global issues and Social relationships. In addition, two extra units of study will be undertaken: Customs and traditions; Science and technology. Students also read two works of literature. Summative Assessments will include the IB Paper 1 receptive skills exam, Paper 2 written productive skills exam, Written Assignment, Individual Oral, and Interactive Oral Activity.

Prerequisites: MYP English Language Gr 10 or equivalent, based on approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year. This is the second year of a two-year course.

Texts: *The Taming of the Shrew* by William Shakespeare, *Ender's Game* by Orson Scott Card, *Bicentennial Man* by Isaac Asimov, *The House on Mango Street* by Sandra Cisneros.

IB DP Korean Language SL I

DP Korean Language SL I is a language acquisition course for students with some background in the Korean language. While acquiring the language, students will explore Korean culture. The focus of this course is language acquisition and intercultural understanding. The Language B syllabus approaches the learning of language through meaning. Students build the necessary skills through the expansion of their receptive, productive and interactive skills. The core is divided into three areas and is a required area of study: Communication and media, Global issues and Social relationships. Students will also study two options out of Cultural Diversity, Customs and Traditions, Health, Leisure, and Science and Technology.

Formative and summative assessments include quizzes on grammar concepts and vocabulary knowledge, writing tests and projects, reading comprehension of authentic level-appropriate texts, and the use of various writing formats for purposes of description, narration, interaction, explanation, argument, exploration, and analysis and critique. IB assessments will include the IB Paper 1 receptive skills exam, Paper 2 written productive skills exam, Written Assignment, Individual Oral, and 3 Interactive Oral Activities that may be dialogues, role plays, interviews, or debates

Prerequisites: 3-5 years of the language, placement test, and approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Resources:

Korean B textbook (different styles of writing)

Korean B textbook (collection of different articles and essays on social, cultural, and environmental issues)

Korean version of online encyclopedia and dictionary; Authentic online and print Korean newspapers; Various research and informational websites;

Idiom book – For learning and application practice of idioms used frequently in everyday life

IB DP Korean Language SL II

DP Korean Language SL II is a language acquisition course for students with some background in the Korean language. While acquiring the language, students will explore Korean culture. The focus of this course is language acquisition and intercultural understanding. The Language B syllabus approaches the learning of language through meaning. Students build the necessary skills through the expansion of their receptive, productive and interactive skills. The core is divided into three areas and is a required area of study: Communication and media, Global issues and Social relationships. Students will also study two options out of Cultural Diversity, Customs and Traditions, Health, Leisure, and Science and Technology. Formative and summative assessment include quizzes on grammar concepts and vocabulary knowledge; writing tests and projects using various writing formats for purposes of description, narration, interaction, explanation, argument, exploration, and analysis and critique. IB assessments will include the IB Paper 1 receptive skills exam, Paper 2 written productive skills exam, Written Assignment, Individual Oral, and 3 Interactive Oral Activities that may be dialogues, role plays, interviews, or debates.

Prerequisites: Korean Language SL I or 3-5 years of the language, placement test, and approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Resources:

Korean B textbook (different styles of writing); Korean B textbook (collection of different articles and essays on social, cultural, and environmental issues)

Korean version of online encyclopedia and dictionary; Authentic online/print Korean newspapers; Various research and informational websites;

Idiom book – For learning and application practice of idioms used frequently in everyday life

IB DP Korean Language HL I

DP Korean Language HL is a language acquisition course for students with some background in the Korean language. While acquiring the language, students will explore Korean culture. The focus of this course is language acquisition and intercultural understanding. The Language B syllabus approaches the learning of language through meaning. Students build the necessary skills through the expansion of their receptive, productive and interactive skills. The core is divided into three areas and is a required area of study: Communication and media, Global issues and Social relationships. Students will also study two options out of Cultural Diversity, Customs and Traditions, Health, Leisure, and Science and Technology. HL will study two works of literature.

Formative and summative assessments include quizzes on grammar concepts and vocabulary knowledge, writing tests and projects, reading comprehension of authentic level-appropriate texts including literature, and the use of various writing formats for purposes of description, narration, interaction, explanation, argument, exploration, and analysis and critique. IB assessments will include the IB Paper 1 receptive skills exam, Paper 2 written productive skills exam, Written Assignment, Individual Oral, and 3 Interactive Oral Activities that may be dialogues, role plays, interviews, or debates.

Prerequisites: 4-6 years of the language, placement test, approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Resources:

Korean B textbook (different styles of writing)

Korean B textbook (collection of different articles and essays on social and cultural, environmental issues)

Literature (novel, short story, poetry)

Korean version of online encyclopedia and dictionary

Authentic online and print Korean newspapers

Various research and informational websites

Idiom book – For learning and application practice of idioms used frequently in everyday life

IB DP Korean Language HL II

DP Korean Language HL is a language acquisition course for students with some background in the Korean language. While acquiring the language, students will explore Korean culture. The focus of this course is language acquisition and intercultural understanding. The Language B syllabus approaches the learning of language through meaning. Students build the necessary skills through the expansion of their receptive, productive and interactive skills. The core —is divided into three areas and is a required area of study: Communication and media, Global issues and Social relationships. Students will also study two options out of Cultural Diversity, Customs and Traditions, Health, Leisure, and Science and Technology. HL will study two works of literature.

Formative and summative assessments include quizzes on grammar concepts and vocabulary knowledge, writing tests and projects, reading comprehension of authentic level-appropriate texts including literature, and the use of various writing formats for purposes of description, narration, interaction, explanation, argument, exploration, and analysis and critique. IB assessments will include the IB Paper 1 receptive skills exam, Paper 2 written productive skills exam, Written Assignment, Individual Oral, and 3 Interactive Oral Activities that may be dialogues, role plays, interviews, or debates.

Prerequisites: DP Korean Language HL I, or 4-6 years of the language, placement test, and approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Resources:

Korean B textbook (different styles of writing)

Korean B textbook (collection of different articles and essays on social and cultural, environmental issues)

Literature (novel, short story, poetry)

Korean version of online encyclopedia and dictionary

Authentic online and print Korean newspapers

Various research and informational websites

Idiom book – For learning and application practice of idioms used frequently in everyday life

IB DP Mandarin Language SL I

DP Mandarin Language SL is a language acquisition course for students with some background in the Mandarin language. While acquiring the language, students will explore Chinese culture. The focus of this course is language acquisition and intercultural understanding. The Language B syllabus approaches the learning of language through meaning. Students build the necessary skills through the expansion of their receptive, productive and interactive skills. The core is divided into three areas and is a required area of study: Communication and media, Global issues and Social relationships. Students will also study two options out of Cultural Diversity, Customs and Traditions, Health, Leisure, and Science and Technology. Specific content includes traditions and customs, media, travel, teenagers' worries, famous people, and movie/book review and critique.

Formative and summative assessment include quizzes on grammar concepts and vocabulary knowledge; writing tests and projects using various writing formats for purposes of description, narration, interaction, explanation, argument, exploration, and analysis and critique. IB assessments will include the IB Paper 1 receptive skills exam, Paper 2 written productive skills exam, Written Assignment, Individual Oral, and 3 Interactive Oral Activities that may be dialogues, role plays, interviews, or debates.

Prerequisites: 2-5 years of the language and approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Resources:

Authentic online Mandarin-language newspapers

Various research and informational websites

IB DP Mandarin Language SL II

DP Mandarin Language SL is a language acquisition course for students with some background in the Mandarin language. While acquiring the language, students will explore Chinese culture. The focus of this course is language acquisition and intercultural understanding. The Language B syllabus approaches the learning of language through meaning. Students build the necessary skills through the expansion of their receptive, productive and interactive skills. The core is divided into three areas and is a required area of study: Communication and media, Global issues and Social relationships. Students will also study two options out of Cultural Diversity, Customs and Traditions, Health, Leisure, and Science and Technology. Specific content includes describe an event, nutrition and health, social life, environmental issues, and job and school.

Formative and summative assessment include quizzes on grammar concepts and vocabulary knowledge; writing tests and projects using various writing formats for purposes of description, narration, interaction, explanation, argument, exploration, and analysis and critique. IB assessments will include the IB Paper 1 receptive skills exam, Paper 2 written productive skills exam, Written Assignment, Individual Oral, and 3 Interactive Oral Activities that may be dialogues, role plays, interviews, or debates.

Prerequisites: Mandarin Language SL I or 3-5 years of the language and approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Resources:

Authentic online Mandarin-language newspapers

Various research and informational websites

IB DP Mandarin Language HL I

DP Mandarin Language HL is a language acquisition course for students with some background in the Mandarin language. While acquiring the language, students will explore Chinese culture. The focus of this course is language acquisition and intercultural understanding. The Language B syllabus approaches the learning of language through meaning. Students build the necessary skills through the expansion of their receptive, productive and interactive skills. The core is divided into three areas and is a required area of study: Communication and media, Global issues and Social relationships. Students will also study two options out of Cultural Diversity, Customs and Traditions, Health, Leisure, and Science and Technology. HL will study two works of literature. Specific content includes traditions and customs, media, travel, descriptions, teenagers' worries, famous people, environmental issues, health and nutrition, book review and critique, job and school, and social life.

Formative and summative assessment include quizzes on grammar concepts and vocabulary knowledge; writing tests and projects using various writing formats for purposes of description, narration, interaction, explanation, argument, exploration, and analysis and critique. IB assessments will include the IB Paper 1 receptive skills exam, Paper 2 written productive skills exam, Written Assignment, Individual Oral, and 3 Interactive Oral Activities that may be dialogues, role plays, interviews, or debates.

Prerequisites: 3-5 years of the language, placement test, approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Resources:

Literature (novel, poetry, prose)

Authentic online and print Mandarin newspapers

Various research and informational websites

IB DP Mandarin Language HL II

DP Mandarin Language HL is a language acquisition course for students with some background in the Mandarin language. While acquiring the language, students will explore Chinese culture. The focus of this course is language acquisition and intercultural understanding. The Language B syllabus approaches the learning of language through meaning. Students build the necessary skills through the expansion of their receptive, productive and interactive skills. The core is divided into three areas and is a required area of study: Communication and media, Global issues and Social relationships. Students will also study two options out of Cultural Diversity, Customs and Traditions, Health, Leisure, and Science and Technology. HL will study two works of literature. Specific content includes traditions and customs, media, travel, descriptions, teenagers' worries, famous people, environmental issues, health and nutrition, book review and critique, job and school, and social life. Formative and summative assessments include quizzes on grammar concepts and vocabulary knowledge, writing tests and projects, reading comprehension of authentic level-appropriate texts including literature, and the use of various writing formats for purposes of description, narration, interaction, explanation, argument, exploration, and analysis and critique. IB assessments will include the IB Paper 1 receptive skills exam, Paper 2 written productive skills exam, Written Assignment, Individual Oral, and 3 Interactive Oral Activities that may be dialogues, role plays, interviews, or debates.

Prerequisites: DP Mandarin Language HL I, or 3-5 years of the language, placement test, and approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Resources:

Literature (novel, poetry, prose); Authentic online and print Mandarin newspapers;

Various research and informational websites

IB DP Spanish Language SL I

DP Spanish Language SL is a language acquisition course for students with some background in the Spanish language. While acquiring the language, students will explore Spanish-speaking cultures. The focus of this course is language acquisition and intercultural understanding. The Language B syllabus approaches the learning of language through meaning. Students build the necessary skills through the expansion of their receptive, productive and interactive skills. The core is divided into three areas and is a required area of study: Communication and media, Global issues and Social relationships. Students will also study two options out of Cultural Diversity, Customs and Traditions, Health, Leisure, and Science and Technology. Specific content for year 1 includes health and well-being, music and dance, the pros and cons of media, immigration, and environmental issues.

Formative and summative assessment include quizzes on grammar concepts and vocabulary knowledge; writing tests and projects using various writing formats for purposes of description, narration, interaction, explanation, argument, exploration, and analysis and critique. IB assessments will include the IB Paper 1 receptive skills exam, Paper 2 written productive skills exam, Written Assignment, Individual Oral, and 3 Interactive Oral Activities that may be dialogues, role plays, interviews, or debates.

Prerequisites: 2-5 years of the language and approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Resources:

Spanish B textbook

www.hrw.com for text-related activities and an atlas in Spanish

www.netrekker.com

World Book Hallazgos Spanish version of online encyclopedia

Brainpop.com in Spanish

Authentic online Spanish-language newspapers

Various research and informational websites

Individual grammar review and practice using studyspanish.com, conjuguemos.com or Colby Moodle

IB DP Spanish Language SL II

DP Spanish Language SL is a language acquisition course for students with some background in the Spanish language. While acquiring the language, students will explore Spanish-speaking cultures. The focus of this course is language acquisition and intercultural understanding. The Language B syllabus approaches the learning of language through meaning. Students build the necessary skills through the expansion of their receptive, productive and interactive skills. The core is divided into three areas and is a required area of study: Communication and media, Global issues and Social relationships. Students will also study two options out of Cultural Diversity, Customs and Traditions, Health, Leisure, and Science and Technology. Specific content includes culture in communication, biography, youth of today, travel arrangements and adventures, and celebrations.

Formative and summative assessment include quizzes on grammar concepts and vocabulary knowledge; writing tests and projects using various writing formats for purposes of description, narration, interaction, explanation, argument, exploration, and analysis and critique. IB assessments will include the IB Paper 1 receptive skills exam, Paper 2 written productive skills exam, Written Assignment, Individual Oral, and 3 Interactive Oral Activities that may be dialogues, role plays, interviews, or debates.

Prerequisites: Spanish Language SL I or 3-5 years of the language and approval of IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Resources:

Spanish B textbook

www.hrw.com for text-related activities and an atlas in Spanish

www.netrekker.com

World Book Hallazgos Spanish version of online encyclopedia

Brainpop.com in Spanish

Authentic online Spanish-language newspapers

Various research and informational websites

Individual grammar review and practice using studyspanish.com, conjuguemos.com or Colby

Moodle

IB MYP HUMANITIES, IB DP Group 3, and HS Courses

IB MYP Humanities 9: World History
IB MYP Sheltered Humanities 9: World History
IB MYP Humanities 10: United States History
IB MYP Sheltered Humanities 10: United States History
IB DP ITGS SL I
IB DP ITGS SL II
IB DP ITGS HL I
IB DP ITGS HL II
IB DP History SL I
IB DP History SL II
IB DP History HL I
IB DP History HL II
IB DP Theory of Knowledge I
IB DP Theory of Knowledge II
Microeconomics
Macroeconomics
Psychology
International Relations
Comparative Governments

Course Descriptions

IB MYP Humanities 9: World History

Grade Level: 9

MYP Humanities Year 4: World History focuses on the nature and patterns of changes in international frameworks and their causes and consequences in the late 18th century through the present. Students will explore the significant concepts in history of time, place and space, change, systems, and global awareness, as they develop the knowledge, and skills needed to demonstrate understanding of the required knowledge and concepts in this course. Students are expected to communicate their understanding of World History using a variety of formats and media to organize and present their work.

Students are assessed using the four criteria of the International Baccalaureate Middle Years Program (MYP) Knowledge, Concepts, Skills, and Organization and Presentation. Summative assessments may include but are not limited to oral presentations, essays, video and audio recording, quizzes, tests, and exams.

Pre-requisites: None

Credit: 1.0

Length of course: 1 year

Resources: *World History: Patterns of Integration*, Beck, Roger B. *et al*, McDougal Littell, 2007; various primary and secondary source documents

IB MYP Sheltered Humanities 9: World History

Grade Level: 9

MYP Humanities Year 4: Sheltered World History is an ESL course which focuses on the nature and patterns of changes in international frameworks and their causes and consequences in the late 18th century through the present. Students will explore the significant concepts in history of time, place and space, change, systems, and global awareness, as they develop the knowledge, and skills needed to demonstrate understanding of the required knowledge and concepts in this course. Students are expected to communicate their understanding of World History using a variety of formats and media to organize and present their work.

Students are assessed using the four criteria of the International Baccalaureate Middle Years Program (MYP) Knowledge, Concepts, Skills, and Organization and Presentation. Summative assessments may include but are not limited to oral presentations, essays, video and audio recording, quizzes, tests, and exams.

Pre-requisites: None

Credit: 1.0

Length of course: 1 year

Resources: *World History*, Globe Fearon, 2004; various primary and secondary source documents

IB MYP Humanities 10: United States History

Grade Level: 10

United States History focuses on the significant political, economic, social, and cultural events that have shaped the United States. Students explore the significant concepts in history of time, place and space, change, systems, and global awareness, as they develop the knowledge, and skills needed to demonstrate understanding of the required knowledge and concepts in this course. Students are expected to communicate their understanding of US History using a variety of formats and media to organize and present their work.

Students are assessed using the four criteria of the International Baccalaureate Middle Years Program (MYP) Knowledge, Concepts, Skills, and Organization and Presentation. Summative assessments may include but are not limited to oral presentations, essays, video and audio recording, quizzes, tests, and exams.

Pre-requisites: None

Credit: 1.0

Length of course: 1 year

Resources: *The Americans*, Danzer *et al*, McDougal Littell, 2007; various primary and secondary source documents

IB MYP Sheltered Humanities 10: United States History

Grade Level: 10

Sheltered MYP United States History is an ESL course which focuses on the significant political, economic, social, and cultural events that have shaped the United States. Students explore the significant concepts in history of time, place and space, change, systems, and global awareness, as they develop the knowledge, and skills needed to demonstrate understanding of the required knowledge and concepts in this course. Students are expected to communicate their understanding of US History using a variety of formats and media to organize and present their work.

Students are assessed using the four criteria of the International Baccalaureate Middle Years Program (MYP) Knowledge, Concepts, Skills, and Organization and Presentation. Summative assessments may include but are not limited to oral presentations, essays, video and audio recording, quizzes, tests, and exams.

Pre-requisites: None

Credit: 1.0

Length of course: 1 year

Resources: *Pacemaker United States History*, 4th ed., Globe Fearon, 2004; various primary and secondary source documents

IB DP ITGS SL I

Grade Level: 11

The ITGS course presents students with an overview of the applications of information technology (IT) in the global economy, provides opportunities to solve problems with IT tools and explores the impact of technology on society, cultures, and communities, past, present and future.

Assessment is based on quizzes, tests, semester exams and student understanding of ITGS topics through a project started in the second semester. The course is organized into three strands: 1- Social and Ethical Issues; 2- Scenarios in which IT systems raise social issues; and 3- IT Systems and the application of hardware, software, networking and project management in society.

Pre-requisites: IB DP Advisory Committee approval of recommendation, and MYP Technology and/or a strong familiarity with IT terminology, concepts and tools is recommended.

Credit: 1.0

Length of course: 1 year

Resources: *Tomorrow's Technology and You*, George Beekman and Michael J. Quinn, 9th edition

IB DP ITGS SL II

Grade Level: 12

The ITGS course presents students with an overview of the applications of information technology (IT) in the global economy, provides opportunities to solve problems with IT tools and explores the impact of technology on society, cultures, and communities, past, present and future.

Assessment is based on quizzes, tests, semester exams and student understanding of ITGS topics through a project completed in the first semester. The course is organized into three strands: 1- Social and Ethical Issues; 2- Scenarios in which IT systems raise social issues; and 3- IT Systems and the application of multimedia/digital media, databases, spreadsheets, personal communication and modeling/simulations in society.

Pre-requisites: Successful completion of DP ITGS SL I

Credit: 1.0

Length of course: 1 year

Resources: *Tomorrow's Technology and You*, George Beekman and Michael J. Quinn, 9th edition

IB DP ITGS HL I

Grade Level: 11

The ITGS course presents students with an overview of the applications of information technology (IT) in the global economy, provides opportunities to solve problems with IT tools and explores the impact of technology on society, cultures, and communities, past, present and future.

Assessment is based on quizzes, tests, semester exams and student understanding of ITGS topics through a project started in the second semester. The course is organized into three strands: 1- Social and Ethical Issues; 2- Scenarios in which IT systems raise social issues; and 3- IT Systems and the application of hardware, software, networking, robotics/artificial intelligence, IT systems in organizations and project management in society.

Pre-requisites: IB DP Advisory Committee approval of recommendation, and MYP Technology and/or a strong familiarity with IT terminology, concepts and tools is recommended.

Credit: 1.0

Length of course: 1 year

Resources: *Tomorrow's Technology and You*, George Beekman and Michael J. Quinn, 9th edition

IB DP ITGS HL II

Grade Level: 12

The ITGS course presents students with an overview of the applications of information technology (IT) in the global economy, provides opportunities to solve problems with IT tools and explores the impact of technology on society, cultures, and communities, past, present and future.

Assessment is based on quizzes, tests, semester exams and student understanding of ITGS topics through a project completed in the first semester. The course is organized into three strands: 1- Social and Ethical Issues; 2- Scenarios in which IT systems raise social issues; and 3- IT Systems and the application of multimedia/digital media, databases, spreadsheets, personal communication, the case study and modeling/simulations in society.

Pre-requisites: Successful completion of DP ITGS HL I

Credit: 1.0

Length of course: 1 year

Resources: *Tomorrow's Technology and You*, George Beekman and Michael J. Quinn, 9th edition

IB DP History SL I

Grade Level: 11

This course is a study of the continuity and change in history from an international perspective, focusing on the development of critical thinking through analysis and synthesis of historical materials covering major themes of the 20th century. The prescribed subject of study is Peacekeeping, Peacemaking and International Relations 1918-1936, which examine the events and issues between the two world wars. The optional topic for study in year 1 is the Causes, Practices and Effects of War. We examine WWI, WWII, the Spanish Civil and Chinese Civil Wars and one or two case studies in 20th Century limited war.

Assessments include both formative and summative exams designed to prepare students for external moderation and an historical investigation completed during the second semester. This forms the internal assessment portion of the final IB grade.

Pre-requisites: IB DP Advisory Committee approval of recommendation

Credit: 1.0

Length of course: 1 year

Resources:

Martin Gilbert, *History of the 20th Century*

Giles Pope, *Origins of World War One*

War and Peace -- International Relations 1878-1941, 3rd ed., Hodder Education

Ruth Henig, *League of Nations: Versailles and After*

Oxford, 20th World History, Course Companion

China from Empire to People's Republic: 1900-49, Lynch, 1996

Various primary and secondary source documents

IB DP History SL II

Grade Level: 12

This course is a study of the continuity and change in history from an international perspective, focusing on the development of critical thinking through analysis and synthesis of historical materials covering major themes of the 20th century. The second year of this two year program is spent examining the second optional topic; the Cold War. Assessments are based on Papers 1 and 2.

Pre-requisites: Successful completion of DP History SL I

Credit: 1.0

Length of course: 1 year

Resources:

Martin Gilbert, *History of the 20th Century*

Giles Pope, *Origins of World War One* (for review at end of year only)

War and Peace -- International Relations 1878-1941, 3rd ed., Hodder Education (for review at end of year only)

Gaddis, *The Cold War*

Philips, *The Cold War*

The Korean War

Korea, Vietnam and US Foreign Policy

20th Century World History Course Companion

China from Empire to People's Republic: 1900-49, Lynch, 1996 (for review at end of year only)

Various primary and secondary source documents

IB DP History HL I

Grade Level: 11

This course is a study of the continuity and change in history from an international perspective, focusing on the development of critical thinking through analysis and synthesis of historical materials covering major themes of the 20th century. The prescribed subject of study is Peacekeeping, Peacemaking and International Relations 1918-1936, which examines the events and issues between the two world wars. The other topic for study in Year 1 is the Causes, Practices and Effects of War, where WWI, WWII, the Spanish Civil and Chinese Civil Wars and one or two case studies in 20th Century limited war will be examined. This Higher Level Course also includes a regional study of topics in the History of the Americas, focusing on the role of North and South American countries in major 20th Century events.

Assessments include both formative and summative exams designed to prepare students for external moderation (Papers 1, 2, and 3) and a historical investigation completed during the second semester, which forms the internal assessment portion of the final IB grade.

Pre-requisites: IB DP Advisory Committee approval of recommendation

Credit: 1.0

Length of course: 1 year

Resources:

Various primary and secondary source documents

Martin Gilbert, *History of the 20th Century*

Giles Pope, *Origins of World War One*

War and Peace -- International Relations 1878-1941, 3rd ed., Hodder Education

Ruth Henig, *League of Nations: Versailles and After*

Oxford, 20th World History, Course Companion

China from Empire to People's Republic: 1900-49, Lynch, 1996

Regional Focus Texts:

The American Pageant, Kennedy, Cohen, and Bailey, Houghton Mifflin, 2002

America: A Narrative History, Tindall and Shi, Brief Sixth Edition

Modern Latin America, Skidmore and Smith, Oxford, Sixth Edition

Latin America and Its People: Volume II – 1800 to Present, Martin and Wasserman, Pearson Longman, 2005

The Illustrated History of Canada, Craig Brown, ed., Key Porter Books, 2002

A Different Mirror: A History of Multicultural America, Takaki, 1993

IB DP History HL II
Grade Level: 12

This course is a study of the continuity and change in history from an international perspective, focusing on the development of critical thinking through analysis and synthesis of historical materials covering major themes of the 20th century. The second year of this two year program is spent examining the second optional topic, the Cold War, and the remaining topics in the regional focus. Assessments are based on Papers 1, 2, and 3.

Pre-requisites: Successful completion of DP History HL I

Credit: 1.0

Length of course: 1 year

Resources:

Various primary and secondary source documents

Martin Gilbert, *History of the 20th Century*

Giles Pope, *Origins of World War One* (for review at end of year only)

Gaddis, *The Cold War*

Philips, *The Cold War*

The Korean War

Korea, Vietnam and US Foreign Policy

China from Empire to People's Republic: 1900-49, Lynch, 1996 (for review at end of year only)

20th Century World History Course Companion

The Vietnam War, Hall, 2000

War and Peace -- International Relations 1878-1941, 3rd ed., Hodder Education (for review at end of year only)

Regional Focus Texts:

The American Pageant, Kennedy, Cohen, and Bailey, Houghton Mifflin, 2002

America: A Narrative History, Tindall and Shi, Brief Sixth Edition

Modern Latin America, Skidmore and Smith, Oxford, Sixth Edition

Latin America and Its People: Volume II – 1800 to Present, Martin and Wasserman, Pearson Longman, 2005

The Illustrated History of Canada, Craig Brown, ed., Key Porter Books, 2002

A Different Mirror: A History of Multicultural America, Takaki, 1993

IB DP Theory of Knowledge I

Grade Level: 11

The Theory of Knowledge (TOK) course is central to the educational philosophy of the International Baccalaureate. The course focuses on understanding knowledge from multiple perspectives, interpreting and applying knowledge in the context of the real world, and critically evaluating one's self-knowledge. Reflection on each major area of study within the IB Diploma Programme will lead students through Areas of Knowledge and Ways of Knowing. TOK links concepts from the arts, individuals and societies, languages, mathematics, and experimental sciences to bring greater meaning to the IB DP courses in a candidate's course of study. Each of these components will be placed in the context of discovering truth.

The areas of study include: Knowers and Knowing, Ways of Knowing, Ethics, Natural Sciences, and Human Sciences to the year 1 description. Assessments are IBO ToK essays and presentations.

Pre-requisites: IB DP Advisory Committee approval

Credit: 0.5

Length of course: 1 semester

Resources: *Theory of Knowledge for the IB Diploma*, Richard van de Lagemaat

IB DP Theory of Knowledge II

Grade Level: 12

The Theory of Knowledge (TOK) course is central to the educational philosophy of the International Baccalaureate. The course focuses on understanding knowledge from multiple perspectives, interpreting and applying knowledge in the context of the real world, and critically evaluating one's self-knowledge. Reflection on each major area of study within the IB Diploma Programme will lead students through Areas of Knowledge and Ways of Knowing. TOK links concepts from the arts, individuals and societies, languages, mathematics, and experimental sciences to bring greater meaning to the IB courses in a candidate's course of study. Each of these components will be placed in the context of discovering truth.

The TOK course in this final semester will continue to emphasize the learner as the focal point of knowledge and reason, perception, emotion and language as ways that we gain knowledge. One focus of this semester will be to explore knowledge in the context of history, the arts, and mathematics. In addition, much emphasis and time will be given to the development of strong TOK essays and to the student presentations. Assessments are IBO TOK essays and presentations.

Pre-requisites: Successful completion of Theory of Knowledge I

Credit: 0.5

Length of course: 1 semester

Resources: *Theory of Knowledge for the IB Diploma*, Richard van de Lagemaat

Microeconomics

Grade Level: 11-12

The purpose of this course in Microeconomics is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

Topics of study in this course will include: an overview of basic economic principles, the nature and function of product markets, factor markets, and market failure and the role of government. Summative assessments may include but are not limited to oral presentations, essays, video and audio recording, quizzes, tests, and exams.

Pre-requisites: None

Credit: 0.5

Length of course: 1 semester

Resources: *Economics: Principles and Practices*, Glencoe, McGraw-Hill, 2008

Macroeconomics

Grade Level: 11-12

This course in Macroeconomics is designed to provide a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops familiarity with economic performance measures, economic growth, and international economics. Topics of study in this course will include: an overview of basic economic principles, measurements of economic performance, national income and price determination, the financial sector, policies for regulation (stabilization of unemployment and inflation), economic growth and productivity, and international economics. Summative assessments may include but are not limited to oral presentations, essays, video and audio recording, quizzes, tests, and exams.

Pre-requisites: None

Credit: 0.5

Length of course: 1 semester

Resources: *Economics: Principles and Practices*, Glencoe, McGraw-Hill, 2008

Psychology

Grade Level: 11-12

Psychology is a full year course that develops students' understanding of the nature and functioning of the human mind. It is taught from the perspective that we have been created with extraordinary capacity to understand our purposes in life. That, by understanding theories about how the mind works, we can make better choices which will improve our happiness and sense of fulfillment as we learn interpersonal and intrapersonal skills. Time management skills, thinking skills, and psychological research skills provide the framework of the course. Within that framework, topics in language development, learning theory, social psychology, and psychological testing and leadership help students gain a better understanding of their roles as positive contributing members of a global society.

Summative assessments include but are not limited to quizzes, presentations, tests, essays, and article analysis. In addition formative assessments may include a variety of cooperative and individual investigative and analytical tasks.

Pre-requisites: None

Credit: 1.0

Length of course: 1 year

Resources:

Understanding Psychology, Kasschau, Glencoe, McGraw-Hill, 2003

International Relations

Grade Level: 11-12

The course International Relations encourages students to think both in more depth and with more breadth about the people of the world and world affairs. Students are challenged to develop a more sophisticated understanding of the relationships among nations and issues that face nations and peoples. It uses the theory and language of international relations to explain international politics and world issues. Topics include; the historical evolution of today's system, the structure and function of the UN, the role of other actors and institutions and global issues.

Summative assessments include but are not limited to quizzes, presentations, tests, essays, and current events analysis. Formative assessments may include a variety of cooperative and individual investigative and analytical tasks.

Pre-requisites: None

Credit: 0.5

Length of course: 1 semester

Resources: J. Goldstein and J. Pevehouse, *International Relations*, 8th edition

Comparative Governments

Grade Level: 11-12

This course begins with key terms and tools to help students understand the basics about government and politics. The underlying assumption is that much of what happens in the world today and is on the news will be at least partly influenced by either or both government and politics. It covers the history and structure of democracy, examines communism and debates the future of countries struggling with democracy today. This course aims to enable students to be more knowledgeable about how the world works and able to participate more fully as informed citizens.

Summative assessments may include but are not limited to presentations, essays, quizzes and a final exam. This class tends to have lower enrollment and many of the formative tasks involve the whole class or small group work.

Pre-requisites: None

Credit: 0.5

Length of course: 1 semester

Resources: C Hauss, *Comparative Politics: Domestic Responses to Global Challenges*, 5th edition, (2006)

TECHNOLOGY

IB MYP Design Technology 9
Computer Programming
IB DP Computer Science SL I
IB DP Computer Science SL II
Digital Art
Digital Art 2

Course Descriptions

IB MYP Design Technology 9

IB MYP Design Technology aims to provide the means and the context to help students become skillful problem solvers, who can appreciate the role of technology in everyday life and society and who can respond critically and resourcefully to real-life challenges. Students are expected to solve problems through the creation of technological products or solutions. Students **investigate** problems and use the technology design cycle as a tool to **design, plan, create and evaluate** products/solutions. The course is structured into three main branches: **information, materials and systems**.

Students will explore a range of technologies such as Textiles, Food and/or Materials (Timber, Metals, Plastics) in the course. Students are presented with Design Challenges that they are expected to respond to by producing viable and appropriate solutions/products that typically address a real-life need.

Assessment in MYP Design Technology 9 will take the form of a Design Portfolio (Folder containing documented progress at each stage of the design cycle:- Investigate, Design, Plan, Create, Evaluate), the product or solution, and a production journal. (The product/solution from the **create** stage will comprise only one sixth of the final grade.) During the course of a unit, students will be required to hand in work on a regular basis for formative assessment. Teachers will assess this against the Criteria and comment on the work providing timely and constructive feedback to the student.

At the completion of a unit, students will be required to hand in their Design Portfolio which will make up the summative assessment for the unit. Summative assessment is the judgment made by the teacher of the standard of achievement reached by each student at the end of the program. Assessment tasks will reflect the objectives and assessment criteria for the program.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester IB MYP Technology is delivered over three blocks per the 6-day teaching cycle over the course of one semester.

Resources: No required textbooks or specific resources are required. Many of the resources required for researching design challenges are available in books, the Internet, and from interviewing experts or studying case studies.

Recommendation: Laptop with multiple core CPU and 2GB of RAM

Computer Programming

Computer science deals with the solving of problems using computers. The process of logical problem solving is introduced through projects that require analysis, planning and debugging for the implementation of student solutions. The Java language microenvironment "Jeroo" is used for the programming projects. Programming knowledge and skills are developed through Java programming projects. Projects require hand written design, fully debugged source code, and evidence of functioning programs. Units culminate in a test consisting of written responses based specific programs.

Topics include: A brief history of computer programming languages and Java; The Jeroo microworld; Problem analysis and programming of sequential processes; Step-wise refinement and use of methods (procedures); Flowcharting; Conditional statements; Control structures; Problem analysis and programming with control structures; Introduction to variables;

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Resources: The Jeroo Microworld, "Introduction to Jeroo" by Dean Sanders (electronic version)

Recommendation: Laptop with multiple core processors and 2 GB of RAM; Students must have access to a computer that can have the Java programming environment installed.

IB DP Computer Science SL I

Computer science is the study of process. Computer system processes involve a high degree of specificity and as a result are taught within the framework of solving of problems using computers. An understanding of logical problem solving is developed through the analysis, planning, and implementation of programming solutions. The Java language is used for the programming language.

Topics include: Systems life cycle and software development overview; program construction in Java; object oriented programming design; graphics user interface program design in Java computing system fundamentals; and computer mathematics and logic.

Data for student grades will primarily come from a variety of assessments including performance-based presentations and projects, in class and online short and selected response questions, online and paper essays, oral reports, student and peer reflections. The student dossier for their programming project will be graded at several stages in the process of developing the final dossier for submission to the IB.

Prerequisites: Introduction to Programming

Credit: 1.0

Length of course: 1 year

Resources: Computer Science Java Enabled, Jones

Recommendation: Laptop with multiple core CPU and 2GB of RAM

IB DP Computer Science SL II

Computer science is the study of process. Computer system processes involve a high degree of specificity and as a result are taught within the framework of solving of problems using computers. An understanding of logical problem solving is developed through the analysis, planning, and implementation of programming solutions. The Java language is used for the programming language. Topics include: System design and analysis, language translators, computer architecture, networked computer systems, number systems and representations of data

Assessment for year two will focus on the development of the Computer Science Dossier which is a database written by the student under the constraints of following the complete design cycle.

Prerequisites: IB DP Computer Science SL I

Credit: 1.0

Length of course: 1 year

Resources: Computer Science Java Enabled, Jones

Recommendation: Laptop with multiple core CPU and 2GB of RAM

Digital Art

This course introduces the basic principles of graphic design, exploring software applications as tools to create visually effective projects for certain audiences. Skills will be developed using photo editing, vector drawing, page layout, and web publishing software applications.

The course content includes: Photo Editing Software – bitmap graphics (Adobe Photoshop); Understanding Design Principles; Drawing Software - vector graphics (Adobe Illustrator); Page Layout Software (Adobe InDesign); Introduction to Web Publishing

Assessment is based on projects that require the students to demonstrate their ability to use and apply the skills associated with the appropriate use of the software presented during the course.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Resources: Adobe Photoshop; Adobe Illustrator; Adobe InDesign;

Recommendation: Apple laptop computer

Digital Art 2

Students deepen their knowledge of graphic design principles considering the impact these principles have on individuals and society. Each student will gain knowledge of real world problem solving as they develop an advertisement campaign that will include a company logo, business card, promotional advertisement, metaphorical advertisement, and business brochure.

The course content includes: Impact of design on specific audiences; Designing illustrations for specific communications; Printing layout concepts and processes; Integration of multiple applications; Brochure structure and design

Assessment is based on projects that require the students to show their ability to use and apply the skills and design concepts covered in the course.

Prerequisites: Digital Art

Credit: 0.5

Length of course: 1 semester

Resources: Adobe Photoshop; Adobe Illustrator; Adobe InDesign;

Recommendation: Apple laptop computer

PHYSICAL EDUCATION & HEALTH
IB MYP Physical Education & Health and HS Courses

IB MYP PE & Health 9
IB MYP PE & Health 10
Fitness for Life
Individual Sports
Team Sports
Personal Conditioning

Course Descriptions

IB MYP PE & Health 9
Grade Level: 9

This compulsory course builds on the foundations of MYP PE and Health in Grades 6 – 8 by continuing to encourage the development of “intelligent performers.” It encourages students to understand the importance of a balanced, healthy lifestyle through participation in a range of physical tasks as well as involvement in Health lessons. Students will be required to think critically about their performances, reflecting openly and honestly. This course helps students build long-term healthy living habits. Students will be expected to apply complex movement skills in a variety of settings, including individual, team, creative movement and fitness.

Students will be assessed using the MYP Objectives and Criteria: Use of knowledge, Movement Composition, Performance and Social Skills & Personal Engagement.

Prerequisites: IB MYP PE & Health 8

Credit: 0.5

Length of course: 1 semester

Resources: None

Recommendations:

- Students should wear the TCIS PE uniform available from the Spirit Store.
- Students will be required to use their laptops during health lessons.
- Students unable to participate in practical activities should have a parent or medical note.

IB MYP PE & Health 10
Grade Level: 10

This course builds on the foundations of MYP PE and Health in Grades 6 – 9 by continuing to encourage the development of “intelligent performers”. It encourages students to understand the importance of a balanced, healthy lifestyle through participation in a range of physical tasks as well as involvement in Health lessons. Students will be required to think critically about their performances, reflecting openly and honestly. This course helps students build long-term healthy living habits. Students will be expected to apply complex movement skills in a variety of settings, including individual, team, creative movement and fitness.

Students will be assessed using the MYP Objectives and Criteria: Use of knowledge, Movement Composition, Performance and Social Skills & Personal Engagement.

Prerequisites: IB MYP PE & Health 9

Credit: 0.5

Length of course: 1 semester

Resources: None

Recommendations:

- Students should wear the TCIS PE uniform available from the Spirit Store.
- Students will be required to use their laptops during health lessons.
- Students unable to participate in practical activities should have a parent or medical note.

Fitness For Life

Grade Level: 11 and 12

This course is compulsory for students in Year 11 or 12 who have not completed any PE & Health units. This highly engaging course involves students in a wide variety of both classroom and practical lessons. Students address the central questions of why exercise is important, how it might change as they get older or as their situation changes as well as how to improve their fitness. Students test their current levels of fitness, reflecting on their results and making connections with potential life-threatening diseases. Students learn how to improve their fitness through a wide variety of practical lessons, including exercise physiology and Sports Science. This course looks holistically at health and addresses nutritional knowledge as well as practical cooking skills. Students will also be involved in drug education as well as helping them make safe sexual decisions. Assignments, tests, practical work and journals will be the major forms of assessment in this course. This course fulfills the high school PE graduation requirement.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Resources: *Foundations of Personal Fitness* by Rainey & Murray

Recommendation: The text available from the HS Library.

Individual Sports

Grade Level: 11 and 12

During this course students are exposed to a wide variety of sports that are popular as life-long recreational activities. This course is aimed at all skill levels and each unit of work is designed to differentiate the activities so that all students are successful and challenged. Units of work include Archery, Golf, Tennis, Table Tennis and Badminton. Personal engagement in each lesson is the most highly valued characteristic of this course.

During each unit, students will develop individual skills, using modified equipment and rules to build their confidence and repertoire. The teacher will guide students through basic rule structures as well as tactical play. Sportsmanship, working with people of diverse backgrounds and using leader / follower roles will all be highly sought after. The ultimate goal of this course is for students to feel adequately skilled to continue enjoying any or all of these activities as part of a life-long physically active person.

Assessment is achieved through self-assessment, teacher observation, participation as well as sports-specific rules tests. This course fulfills the high school PE graduation requirement.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Resources: None

Recommendation: Students should wear the TCIS PE uniform available from the Spirit Store.

Team Sports

Grade Level: 11 and 12

During this course, students are exposed to a wide variety of team oriented sports from around the world. This course is aimed at all skill levels and each unit of work is designed to differentiate the activities so that all students are successful and challenged. Units of work may include, Volleyball, Basketball, Lacrosse, American Football, Field Hockey, Australian Rules Football, Touch Rugby and Soccer. Participation and being actively involved are the most highly valued characteristics of this course.

During each unit, students will develop skills in game-like settings, using modified equipment and rules to build their confidence and repertoire. The teacher will guide students through basic rule structures as well as tactical play, always within a group context. Sportsmanship, working with people of diverse backgrounds and using leader / follower roles will all be highly sought after. The ultimate goal of this course is for students to feel adequately skilled to continue enjoying any or all of these activities as part of a life-long physically active person.

Assessment is achieved through self-assessment, teacher observation, participation as well as sports-specific rules tests. This course fulfills the high school PE graduation requirement.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Resources: None

Recommendation: Students should wear the TCIS PE uniform available from the Spirit Store.

Personal Conditioning

Grade Level: 11 and 12

This course is perfect for those students that wish to include regular physical exercise as part of their weekly schedule. It is aimed at novices as well as athletes looking for performance improvement. During this course students learn to develop and implement a personal conditioning program. Lessons will take place in the TCIS fitness centre (a world class facility), using the latest fitness equipment, ranging from cardio equipment (treadmills, stationary bikes, and elliptical trainers), dumbbells, kettle bells, machine weights as well as fit balls and medicine balls.

This course is targeted for all students, both male and female, as it aims to help each individual tailor a program to suit his/her own unique needs and goals. All students will identify their personal major goals through a written paper, with their action plan to achieve those goals being their exercise program. The teacher will work closely with the students to help them develop a broad repertoire of exercises to help them achieve those goals.

Regular fitness testing will help each student track their progress towards their goals. Students will also be exposed to exercise principles that provide them with the skills to modify their own program. Students who complete this course should have the skills to continue their own programs beyond the close supervision of a teacher and be able to maintain a meaningful approach to exercise for the remainder of their life.

This course fulfills the high school PE graduation requirement.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Resources: None

Recommendation: Students should wear the TCIS PE uniform available from the Spirit Store.

RELIGIOUS STUDIES

Old Testament
New Testament
Pauline Epistles
Spiritual Reflections

Course Descriptions

Old Testament **Grade Level: 9**

Old Testament Survey is a general overview of the 39 books of the Old Testament. This course highlights overarching themes that are prevalent in the Old Testament. These themes are: covenant, narrative, creation, sin, the law, and the dynamic of humanity in relationship with God.

Topics: Pentateuch: Creation, Fall of Man, The Flood, Abraham, Joseph, The Exile. Wisdom Literature and Poetic Books: Psalms, Proverbs, and Ecclesiastes. People of the Old Testament: Individual Characters, Roles in the Old Testament.

Assessment: Unit tests, Quizzes, Projects, Presentations, Final Exam

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Resources: *God's Unfolding Plan* – Rachelle Wiersma

New Testament **Grade Level: 10**

New Testament centers on the person of Jesus Christ. In this course, the four gospel accounts of Matthew, Mark, Luke and John are examined. The first three Gospels (Matthew, Mark and Luke) called Synoptic Gospels are used together since most of their information are similar while the Gospel of John is examined separately.

Topics: Introduction to the Gospel texts. The Early Life and Pre-Ministry days of Jesus, The Public Ministry of Jesus: Sermon on the Mount, The Parables and Miracles of Jesus, The Passion Week, and The Gospel of John.

Assessment: Unit tests, Quizzes, Major Assignment, Final Exam

Prerequisites: Old Testament

Credit: 0.5

Length of course: 1 semester

Resources: *The Jesus of the Bible* – Stephen M. Miller

Pauline Epistles
Grade Level: 11

Pauline Epistles are the letters of the apostle Paul written almost 2000 years ago to various churches (groups of people) with whom he had relationships. The purpose of this course is to outline two of Paul's major themes of his writing (the major beliefs of Christians and the organization of the Christians)

Topics: Introduction to the Pauline Epistles (defining an epistle and identifying Paul). The Major Beliefs of Christians (study in Romans and Galatians). The Organization of Christians (study in Ephesians and Colossians).

Assessment: Unit Tests, Quizzes, Major Assignment, Final Exam

Prerequisites: Old Testament and New Testament
Credit: 0.5
Length of course: 1 semester
Resources: N/A

Spiritual Reflections
Grade Level: 12

Spiritual Reflections engages students in an examination of their principles of life. Students study the rationale and understanding of Christianity through a study in C.S. Lewis' *Mere Christianity*. After examining this book, student's progress further to ponder what values they possess and how those values will shape their lives. Subsequent to this, students explore how their own personal values will guide their lives by exploring the concept of ethics. Meanwhile, students are encouraged to examine the value of Christian faith in their lives.

Topics: *Mere Christianity*: Human Nature (the law of, the reality, what lies behind), Conceptions of God; Christianity as a practical conclusion; Christian Behavior (morality, virtues, and marriage); The importance of values in life; The role of ethics in personal choice

Assessment: Book Analysis, Presentations, and Research Papers

Prerequisites: Old Testament, New Testament, and Pauline Epistles
Credit: 0.5
Length of course: 1 semester
Resources: *Mere Christianity* – C.S. Lewis

ARTS
IB MYP Arts, IB DP Group 6, and HS Courses

DRAMA/THEATRE COURSES

IB MYP Drama: Theatre Exploration / Drama: Theatre Exploration
IB MYP Drama 2: Act, Direct, and Devise / Drama 2: Act, Direct, and Devise
IB DP Theatre SL I
IB DP Theatre SL II
IB DP Theatre HL I
IB DP Theatre HL II

MUSIC COURSES

Concert Choir
Concert Band
String Orchestra
Experimental Music
Experimental Music 2
Guitar
Guitar 2
IB MYP Digital Music / Digital Music
IB MYP Digital Music 2 / Digital Music 2
IB DP Music SL I
IB DP Music SL II
IB DP Music HL I
IB DP Music HL II

VISUAL ARTS COURSES

IB MYP Visual Arts 9
IB MYP Visual Arts 10
Drawing and Painting
Drawing and Painting 2
Sculpture
Ceramics
2D Design
Architectural Design
IB DP Visual Arts SL I
IB DP Visual Arts SL II
IB DP Visual Arts HL I
IB DP Visual Arts HL II

COMMUNICATION ARTS COURSES

Communication Arts
Communication Arts 2

DRAMA/THEATRE

IB MYP Drama: Theatre Exploration / Drama: Theatre Exploration

This course is open to all high school students who have yet to take a drama course at the high school level. The primary target group is year four students of the MYP. This drama course is designed to provide experiences to review, introduce, and develop skills, knowledge, and understandings. Ensemble development, acting, aspects of technical theatre, and the production process will be explored.

Assessments will include reflection, research, and performance.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Texts: various periodicals, media, and texts will be used

IB MYP Drama 2: Act, Direct, and Devise / Drama 2: Act, Direct, and Devise

This course is open to all high school students who have taken Drama: Theatre Exploration or received permission of the instructor. The primary target group is year five students of the MYP. This course is designed to extend skills developed and knowledge gained in Drama: Theatre Exploration, focusing primarily on acting, directing, and devising theatre. Incorporating the theories and techniques of Konstantin Stanislavski and other established acting teachers will strengthen acting skills. Through research, practical exploration, and application, students will develop directorial skills. These experiences, as well as assessments incorporating presentations, reflection, and knowledge acquisition, will prepare students for the DP Theatre courses.

Prerequisites: IB MYP Drama 1: Theatre Exploration or permission of the instructor

Credit: 0.5

Length of course: 1 semester

Texts: *A Challenge for the Actor*, Hagen, 1991, as well as various periodicals, media, and texts will be used

IB DP Theatre SL I

This course is the first year of a two-year DP SL course; therefore, open to grade 11 students, providing that the prerequisites have been met. The program is designed to guide students through the process of research and analysis, challenging them to think creatively, contemplatively, and critically. This course develops students' ability to communicate ideas and concepts in a variety of forms—especially written. The study of dramaturgy, the devising of theatre, and the developing of concepts through design prepare students to think and reflect in a variety of methods. The course provides a relevant learning opportunity for a diverse range of students as it lays an appropriate foundation for further study in theatre, performing arts and other related subjects. In addition, the refinement of communication and collaborative skills offers a valuable course of study for students who may wish to pursue a career or further education studies in areas unconnected to theatre.

Prerequisites: Drama: Theatre Exploration and Drama: Acting, Directing, and Devising or involvement in co-curricular theatre productions or instructor permission, and approval of the IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Texts: *Theatre*, Cohen, 2005, as well as various periodicals, media, and texts will be used

IB DP Theatre SL II

This course is the second year of a two-year DP HL course; therefore, open to grade 12 students, providing that the prerequisites have been met. The program is designed to guide students through the process of research and analysis, challenging them to think creatively, contemplatively, and critically. This course develops students' ability to communicate ideas and concepts in a variety of forms—especially written. The study of dramaturgy, the devising of theatre, and the developing of concepts through design prepare students to think and reflect in a variety of methods. The course provides a relevant learning opportunity for a diverse range of students as it lays an appropriate foundation for further study in theatre, performing arts and other related subjects. In addition, the refinement of communication and collaborative skills offers a valuable course of study for students who may wish to pursue a career or further education studies in areas unconnected to theatre.

Prerequisites: Successful completion of DP Theatre SL I, and instructor approval.

Credit: 1.0

Length of course: 1 year

Texts: *The Empty Space*, Brook, 1996, as well as various periodicals, media, and texts will be used

IB DP Theatre HL I

This course is the first year of a two-year DP HL course; therefore, open to grade 11 students, providing that the prerequisites have been met. The program is designed to guide students through the process of research and analysis, challenging them to think creatively, contemplatively, and critically. This course develops students' ability to communicate ideas and concepts in a variety of forms—especially written. The study of dramaturgy, the devising of theatre, and the developing of concepts through design prepare students to think and reflect in a variety of methods. The course provides a relevant learning opportunity for a diverse range of students as it lays an appropriate foundation for further study in theatre, performing arts and other related subjects. In addition, the refinement of communication and collaborative skills offers a valuable course of study for students who may wish to pursue a career or further education studies in areas unconnected to theatre.

Prerequisites: Drama: Theatre Exploration and Drama: Acting, Directing, and Devising or involvement in co-curricular theatre productions or instructor permission, and approval of the IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Texts: *Theatre*, Cohen, 2005, as well as various periodicals, media, and texts will be used

IB DP Theatre HL II

This course is the second year of a two-year DP HL course; therefore, open to grade 12 students, providing that the prerequisites have been met. The program is designed to guide students through the process of research and analysis, challenging them to think creatively, contemplatively, and critically. This course develops students' ability to communicate ideas and concepts in a variety of forms—especially written. The study of dramaturgy, the devising of theatre, and the developing of concepts through design prepare students to think and reflect in a variety of methods. The course provides a relevant learning opportunity for a diverse range of students as it lays an appropriate foundation for further study in theatre, performing arts and other related subjects. In addition, the refinement of communication and collaborative skills offers a valuable course of study for students who may wish to pursue a career or further education studies in areas unconnected to theatre.

Prerequisites: Successful completion of DP Theatre HL I, and instructor approval.

Credit: 1.0

Length of course: 1 year

Texts: *The Empty Space*, Brook, 1996, as well as various periodicals, media, and texts will be used

MUSIC

Concert Choir

This course is open to all high school students. Through regular rehearsal and performance of level appropriate choral repertoire, students will develop their potential in musicianship and ensemble skills. Opportunity exists for solo performance within the ensemble. Students in this course develop skills in showmanship, gain confidence and ability, learn to interpret musical texts, and develop a lifelong appreciation for music.

Students are assessed in small group settings, during large choral performances, by reflections on performances, in daily rehearsals, and in written assessments.

Prerequisites: None

Credit: 0.5/1.0

Length of course: 1 semester/1 year

Resources: a wide variety of musical selections from many genres will be used

Recommendation: Due to the number of public performances, students need to acquire appropriate concert attire. This includes black pants or skirts, white shirts or blouses, black shoes, and black socks when wearing pants.

Concert Band

This course, open to all high school students, is the exploration of music through the theory, history, design, purpose and application of music elements using Band as the medium. Topics include music elements and theory, history, style, genre, musicianship, musical purpose, and the foundations of the science of sound. Students will learn and or improve their individual instrument playing skills through classroom instruction, large and small ensemble experience, and self-study. Music instruction will lead to the development and arrangement of small and or individual ensemble application as well as large ensemble application. While a full-scale band composition will not be required, a consideration and analysis of the processes involved will be explored and applied individually.

Prerequisites: Instrumental experience or permission of the instructor

Credit: 0.5/1.0

Length of course: 1 semester/1 year

Resources: musical selections, school and online instructional resources

Recommendation: The acquisition of a concert uniform is required.

String Orchestra

This course, open to all high school students, is the exploration of music through the theory, history, design, purpose and application of music elements using Orchestra as the medium. Topics include music elements and theory, history, style, genre, musicianship, musical purpose, and the foundations of the science of sound. Students will learn and or improve their individual instrument playing skills through classroom instruction, large and small ensemble experience, and self-study. Music instruction will lead to the development and arrangement of small and or individual ensemble application as well as large ensemble application. While a full-scale orchestral composition will not be required, a consideration and analysis of the processes involved will be explored and applied individually.

Prerequisites: Instrumental experience or permission of the instructor

Credit: 0.5/1.0

Length of course: 1 semester/1 year

Resources: musical selections, school and online instructional resources

Recommendation: The acquisition of a concert uniform is required.

Experimental Music

This course, open to all high school students, is an introduction to the basics of music and a consideration of the question "What is music?" through the history, design, purpose and variation of creative, experimental music. Topics include musical elements, creative composition, composition mapping, percussion, voice, invented and found instruments, ensemble and communication. Instruction will lead to the creation and demonstration of original composition(s) and reflections of the artistic process and cycle. Application to individual as well as large and small ensemble settings will also be considered.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Resources: various print and online resources

Experimental Music 2

This course, open to all high school students, is an extension of the topics and areas of Experimental Music I. In addition to a deeper exploration of the topics in the first course, a focus on design and demonstration, including communication accuracy and readiness will occur. Instruction will lead to the creation and demonstration of individual, small, and large ensemble original composition(s) and reflections of the artistic process and cycle. Application to individual as well as large and small ensemble settings will also be considered.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Resources: various print and online resources

Guitar

This course, open to all high school students, is an introduction to the basics of music through the history, design, purpose and variation of guitar. Topics include guitar design and care, function, types of guitars, the use and evolution of the guitar. Students will learn or to play or improve their guitar playing skills through classroom and online instruction as well as self-study. Music theory instruction will lead to the creation and demonstration of original composition(s) and reflections of the artistic process and cycle. Application to individual as well as large and small ensemble settings will also be considered.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Resources: various print and online resources

Guitar 2

This course, open to all high school students, is a continuation of Guitar I reviewing and extending into a more complete understanding of the modern application of the guitar. Students will develop a personal guitar profile and explore in depth an approved topic building on the introductions in Guitar I. Students will improve their guitar playing skills through classroom and online instruction as well as self-study. They will explore and develop ensemble playing skills and a more advanced application of music theory instruction will lead to the creation and demonstration of original individual and ensemble compositions, including the creative cycle and the artistic process introduced in Guitar I. Application to individual as well as large and small ensemble settings will also be considered.

Prerequisites: Guitar I or permission of instructor

Credit: 0.5

Length of course: 1 semester

Resources: various print and online resources

IB MYP Digital Music / Digital Music

This course is a fundamental overview of music covering basic aural and written musical expressions, elements of music theory and musical structure, as well as an introduction to digital music process and history. The purpose of the course is to equip students with the tools needed to create their own music digitally. Students examine a musical elements and genres, develop listening habits and apply concepts presented in class. A major component of this course focuses on concepts and techniques of digital music production using a computer. Topics include theory, composition, sequencing, digital audio, and basic editing techniques. Students apply and develop skills while learning the standard digital instrument protocol MIDI, primarily using GarageBand, an audio editing/music creation software program from Apple.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Resources: online resources and software, GarageBand

IB MYP Digital Music 2 / Digital Music 2

This course is a deeper application of the concepts of Digital Music Foundations I. An emphasis is placed on the refined and expert use of the digital music medium as well as an expanded focus on music composition. Specific musical genres and history are used as a medium to develop original music. Musical artistry and creative expression are emphasized when applying the principles of theory, composition and the digital music processes. An introduction to the professional, industry standard Pro Tools is provided as well as advanced use and techniques of Apple GarageBand. Topics include specific musical genre composition, music mastering and production, and artist purpose. The course may run concurrently with Digital Music Foundations I.

Prerequisites: Digital Music I or permission of instructor

Credit: 0.5

Length of course: 1 semester

Resources: online resources and software, GarageBand, ProTools

IB DP Music SL I

This course is the first year of a two-year DP SL course; therefore, open to grade 11 students, providing that the prerequisites have been met. Through personal and collaborative experiences, students develop their potential as performers, composers, and listeners by demonstrating, articulating, and responding to music across time and place. Course content includes: Musical perception and analysis, study of prescribed work, study of musical cultures and genres, musical investigation, and performance. Students must declare solo, group, or composition option by the end of semester one. Students selecting the solo performance option should seek a private instructor for most effective preparation.

Prerequisites: Permission of the instructor and approval of the IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Texts: *An Outline History of Western Music* (ninth edition); Wold, Martin, Miller, Cykler; 1998; as well as various other periodicals, media, and texts will be used

IB DP Music SL II

This course is the second year of a two-year DP SL course; therefore, open to grade 12 students, providing that the prerequisites have been met. Through personal and collaborative experiences, students develop their potential as performers, composers, and listeners by demonstrating, articulating, and responding to music across time and place. Course content includes: Musical perception and analysis, study of prescribed work, study of musical cultures and genres, musical investigation, and performance.

Prerequisites: Successful completion of DP Music SL I and instructor approval.

Credit: 1.0

Length of course: 1 year

Texts: *An Outline History of Western Music* (ninth edition); Wold, Martin, Miller, Cykler; 1998; as well as various other periodicals, media, and texts will be used

IB DP Music HL I

This course is the first year of a two-year DP HL course; therefore, it is open to grade 11 students, providing that the prerequisites have been met. Through personal and collaborative experiences, students develop their potential as performers, composers, and listeners by demonstrating, articulating, and responding to music across time and place. Course content includes: Musical perception and analysis, study of prescribed work, study of musical cultures and genres, musical investigation, composition, and solo performance. Students are advised to seek a private instructor in order to prepare effectively for solo recitals.

Prerequisites: Permission of the instructor and approval of the IB DB Advisory Committee

Credit: 1.0

Length of course: 1 year

Texts: *An Outline History of Western Music* (ninth edition); Wold, Martin, Miller, Cykler; 1998; as well as various other periodicals, media, and texts will be used

IB DP Music HL II

This course is the second year of a two-year DP HL course; therefore, open to grade 12 students, providing that the prerequisites have been met. Through personal and collaborative experiences, students develop their potential as performers, composers, and listeners by demonstrating, articulating, and responding to music across time and place. Course content includes: Musical perception and analysis, study of prescribed work, study of musical cultures and genres, musical investigation, composition, and solo performance. Students are advised to seek a private instructor in order to prepare effectively for solo recitals.

Prerequisites: Successful completion of DP Music HL I and instructor approval

Credit: 1.0

Length of course: 1 year

Texts: *An Outline History of Western Music* (ninth edition); Wold, Martin, Miller, Cykler; 1998; as well as various other periodicals, media, and texts will be used

VISUAL ARTS

IB MYP Visual Arts 9

This course is open to grade 9 students and the primary target group is year four students of the MYP. Students are exposed to a wide variety of concepts and skills involved in visual arts through investigation in developmental workbooks and production of art in the studio. Working independently and collaboratively, students explore both two-dimensional and three-dimensional materials. The specific media used in the course are pencil drawing, acrylic painting, mixed media, plaster casting, and ceramics. Through research, investigation, idea development and production, students seek creative ways to visually express and communicate their ideas.

Students are expected to reflect on their own artistic process and evaluate their own work as well as that of others. Self-evaluation, peer-evaluation, and group critiques are practiced for assessment.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Texts: Various periodicals, texts, artist monologues, and art magazines will be used.

IB MYP Visual Arts 10 (Starting in 2012-2013)

This course is open to grade 10 students who have completed MYP Visual Arts 9 or received permission of the instructor. The primary target group is year five students of the MYP. With a greater in-depth development and application of artistic skills, students produce works of art that are personally and culturally relevant. Along with their studio production, students analyze other works of art through research and broaden their historical and cultural awareness. The specific media used and explored in this course include, but are not limited to, drawing, painting, printmaking, sculpture, ceramics, and alternative media; however, students can select one or two media based on their interests and strengths for the later half of the course.

The focus of assessment is given on hands-on application of skills, reflection and observation of the context and culture of the art form, as well as a clear reflection of their own ongoing artistic development.

Prerequisites: MYP Visual Arts 9 or permission of the instructor

Credit: 0.5

Length of course: 1 semester

Texts: Various periodicals, texts, artist monologues, and art magazines will be used.

Drawing and Painting

This course is open to all HS students and is designed to introduce fundamental concepts and skills involved in drawing and painting. Through a variety of drawing exercises and creative activities, this course aims to provide students with less intimidating approaches to representational drawing. Throughout the course, students will be expected to draw from direct observation. The materials and media used in this course include, but are not limited to, pencil, pen and ink, collage, watercolor, and acrylic paints. An emphasis is placed on the elements of art and principles of art and design, which are explored and developed in every artwork. After exploring and acquiring understanding of these elements and principles, students will begin to have greater opportunities for self-expression and imaginative interpretation. The resulting work is considered from conceptual, aesthetic and motivational viewpoints.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Texts: Various periodicals, texts, artist monologues, and art magazines will be used.

Drawing and Painting 2

This is a semester course that is open to all HS students who have successfully completed Drawing and Painting I. Students are involved in greater in-depth development of artistic skills with an emphasis on creative and critical thinking. As this course aims to teach students to be exploratory in their idea development and media experimentation while strengthening their technical skills, students are constantly engaged in investigation, self-evaluation and reflection along with their art production. Emphasis is given to the concepts of art history, aesthetic, appreciation and art criticism as well. The media used in this course include, but are not limited to, drawing, painting (acrylic and oil), collage, mixed media, printmaking, batik painting.

Prerequisites: Drawing and Painting

Credit: 0.5

Length of course: 1 semester

Texts: Various periodicals, texts, artist monologues, and art magazines will be used.

Sculpture

This course is open to all students in Grades 9 to 12. This course provides an introduction to the basic tools, processes and safety practices used in the creation of sculpture. Past and contemporary 3-dimensional concepts conveyed through sculpture are studied through the use of a variety of resources: texts, slides, videos, exhibitions, and field trips. Students will learn how to best display and present their artistic ideas via sculpture work through regular class critiques and exhibitions. Students will explore various materials and processes used in sculpture to realize individual projects.

In addition to the required sculpting assignments, students will also be required to keep a sketchbook. Students will present their completed work to audiences and at times will receive and give commentary on artwork in order to develop their ability to critique artwork and verbalize their criticism.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Texts: Various periodicals, texts, artist monologues, and art magazines will be used.

Ceramics

This course is an introduction to ceramics. It is a studio-based course consisting of opportunities to create pottery using both one's hand and a pottery wheel. In addition to covering the techniques and methods used to create pottery, this course will also include inquiry into the make-up of different types of clay and glazes; a variety of methods used for decorating pottery; and the fundamentals of the firing process used for making ceramics.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Texts: Suggested resources include *Craft of the Potter* by Michael Casso; *Craft and Art of Clay* by Susan Peterson, *Hands in Clay* by Charlotte Speight; *Functional Pottery* by Robin Hopper; *The Art of Contemporary American Pottery* by Kevin Hulch; *A Potter's Handbook* by Clary Illian. Various periodicals, artist monologues, and art magazines will also be used.

2D Design

The course emphasizes fundamental design studio practice, design research, and experimentation. Students will be introduced to the elements and principals of design and be engaged in a wide range of traditional and digital media throughout the course. After initial exploratory assignments, students will work on projects for specific audiences utilizing various media and means to create dynamic and innovative solutions. The course aims to give students experiential exposure as well as to challenge them to think outside of the box. The resulting work is considered from conceptual, aesthetic and motivational viewpoints.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Texts: Various periodicals, texts, artist monologues, and art magazines will be used.

Architectural Design

This course introduces students to the history of architecture, the concepts of architectural planning and design, and the skills and techniques used by architects in designing and planning structures. A full range of architectural ideas and design issues are explored; such as principles of building design, form follows function, and environmental factors in design. Students will develop design skills by conceptualizing and representing architectural ideas through exercises in freehand drawing and sketching. Students will also learn the technical method of design through the use AutoCAD to complete floor plans, elevations, and detail drawings of residential structures.

Prerequisites: Drawing and Painting or MYP Visual Arts 9

Credit: 0.5

Length of course: 1 semester

Texts: Various periodicals, texts, and art magazines will be used.

IB DP Visual Arts SL I

This course is the first year of a two-year DP SL course; therefore, open to grade 11 students, providing that the prerequisites have been met. By focusing on a theme and medium of their choice, students discover through research and investigation, develop through experience and express through production. As students engage in the process of creating personally relevant works of art, they build confidence in responding visually to personal and cultural experiences. The course aims to investigate past, present, and emerging forms of visual arts and develop an understanding of visual arts from a local, national and international perspective. Students are constantly challenged to look beyond the obvious and practice their creative as well as critical thinking skills. This course is an advanced art course recommended for highly motivated students.

Upon successful completion of the course students will be expected to take the IB examination, which will consist of an interview and an art exhibit in April. {Note: Two options are being offered: Option A (60% Studio Work and 40% Investigation Workbook or Option B (40% studio work and 60% IWB). This SL course requires 90 less hours than HL and therefore fewer IWB pages and studio pieces for the final IB examination in April. **Note:** Two options are being offered: Option A (60% studio work and 40% IWB) or Option B (40% studio work and 60% IWB).

Prerequisites: Visual Arts course (MYP or elective), instructor permission, and approval of the IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Texts: Various periodicals, texts, artist monologues, and art magazines will be used.

IB DP Visual Arts SL II

This course is the second year of a two-year DP SL course; therefore, open to grade 12 students, providing that the prerequisites have been met. By focusing on a theme and medium of their choice, students discover through research and investigation, develop through experience and express through production. As students engage in the process of creating personally relevant works of art, they build confidence in responding visually to personal and cultural experiences. The course aims to investigate past, present, and emerging forms of visual arts and develop an understanding of visual arts from a local, national and international perspective. Students are constantly challenged to look beyond the obvious and practice their creative as well as critical thinking skills. This course is an advanced art course recommended for highly motivated students.

Upon successful completion of the course students will be expected to take the IB examination, which will consist of an interview and an art exhibit in April. **Note:** Two options are being offered: Option A (60% Studio Work and 40% Investigation Workbook) or Option B (40% studio work and 60% IWB).

This SL course requires 90 less hours than HL and therefore fewer IWB pages and studio pieces for the final IB examination in April. {Note: Two options are being offered: Option A (60% studio work and 40% IWB) or Option B (40% studio work and 60% IWB).

Prerequisites: Successful completion of DP Visual Arts SL I and permission of the instructor

Credit: 1.0

Length of course: 1 year

Texts: Various periodicals, texts, artist monologues, and art magazines will be used.

IB DP Visual Arts HL I

This course is the first year of a two-year DP HL course; therefore, open to grade 11 students, providing that the prerequisites have been met. By focusing on a theme and medium of their choice, students discover through research and investigation, develop through experience and express through production. As students engage in the process of creating personally relevant works of art, they build confidence in responding visually to personal and cultural experiences. The course aims to investigate past, present, and emerging forms of visual arts and develop an understanding of visual arts from a local, national and international perspective. Students are constantly challenged to look beyond the obvious and practice their creative as well as critical thinking skills. This course is an advanced art course recommended for highly motivated students.

Upon successful completion of the course students will be expected to take the IB examination, which will consist of an interview and an art exhibit in April. **Note:** Two options are being offered: Option A (60% Studio Work and 40% Investigation Workbook) or Option B (40% studio work and 60% IWB).

Prerequisites: Visual Arts course (MYP or elective), instructor permission, and approval of the IB DP Advisory Committee

Credit: 1.0

Length of course: 1 year

Texts: Various periodicals, texts, artist monologues, and art magazines will be used.

IB DP Visual Arts HL II

This course is the second year of a two-year DP HL course; therefore, open to grade 12 students, providing that the prerequisites have been met. By focusing on a theme and medium of their choice, students discover through research and investigation, develop through experience and express through production. As students engage in the process of creating personally relevant works of art, they build confidence in responding visually to personal and cultural experiences. The course aims to investigate past, present, and emerging forms of visual arts and develop an understanding of visual arts from a local, national and international perspective. Students are constantly challenged to look beyond the obvious and practice their creative as well as critical thinking skills. This course is an advanced art course recommended for highly motivated students.

Upon successful completion of the course students will be expected to take the IB examination, which will consist of an interview and an art exhibit in April. **Note:** Two options are being offered: Option A (60% Studio Work and 40% Investigation Workbook) or Option B (40% studio work and 60% IWB).

Prerequisites: Successful completion of DP Visual Arts HL I, and permission of the instructor
Credit: 1.0

Length of course: 1 year

Texts: Various periodicals, texts, artist monologues, and art magazines will be used.

Communication Arts

Communication Arts

Through personal and collaborative experiences, students will develop as effective communicators, presenting to a variety of audiences, utilizing a variety of formats to persuade, inform, and inspire. The class applies practical activities to improve verbal fluency for all levels of students. Practical real world application prepares students for a variety of situations and improves students' confidence presenting to a variety of audiences. Students will learn how to analyze and adapt to a variety of audiences and apply different styles of speaking depending upon the situation. Students will learn impromptu skills and organization techniques that will be useful on oral examinations (IB, TOEFL), interviews and any other situation that requires students to speak with little preparation.

All objectives and assessments revolve around oral communication. Students will be assessed on improvement in speaking skills, synthesis of information and presentation of ideas. Communication Arts improves presentation skills that will be utilized in all high school and college classes.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Text: *Public Speaking* 7th Edition by Michael Osborn

Communication Arts 2

This course is specifically for students who want further exposure to oral communication. Through personal and collaborative experiences students will develop as public speakers, debaters, and evaluators learning advanced skills while participating in a variety of speaking activities. This is considered an advanced class because speakers need to have fluent English skills and a level of confidence to present speeches effectively. The focus of the class is persuasive speaking and debate. The class builds upon speaker's knowledge of current events and other knowledge useful for public speaking. Speakers will create a speakers file that they will be able to use in the future. Students will learn a variety of structures to apply to impromptu speeches. Students will learn impromptu skills and organization techniques that will be useful on oral examinations (IB, TOEFL), interviews and any other situation that requires students to speak with little preparation.

Students will find this class especially useful if they are seeking business or other degrees that require persuasive and argumentation skills. As well as public speaking and persuasion, students will develop efficient research and organization skills. This class is based on a mastery approach where students deliver presentations until they achieve a certain level of proficiency. This is an excellent college preparatory class.

Prerequisites: None

Credit: 0.5

Length of course: 1 semester

Text: *Public Speaking* 7th Edition by Michael Osborn