

KAOHSIUNG AMERICAN SCHOOL

High School Course Guide

2017 – 2018



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Dear Parents and Students,

Kaohsiung American School is committed to assisting students develop a program that challenges them academically and supports them in becoming balanced individuals, independent learners, and global citizens. To this end, we offer a broad range of course offerings, providing students with opportunities to design a program specific to their abilities, interests and academic goals. Our high school curriculum offers the International Baccalaureate (IB) Diploma Program in addition to the KAS High School diploma. Beyond the school day, KAS has a wide range of community service opportunities, clubs, athletic teams and fine arts events through which students are encouraged extend their learning. In this guide you will find information about the courses we plan to offer next year along with information on the course selection process, graduation requirements, and the support services we offer.

Please read this guide carefully, along with the IB Guide if you are in 9th or 10th grade, to get a comprehensive understanding of what is available and what you are interested in. Furthermore, please follow the guidelines established by KAS in making your course selections; be careful of deadlines!

I hope that you'll find everything you need here – if you have questions, please feel free to see me or our counselor, Ms. Lori Dietrich at any time.

Sincerely,
Dawn Rock
High School Principal
Kaohsiung American School

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KAS strives to be the finest international school in Asia.

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KAS challenges students to achieve academic excellence and prepares them to be:

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KAS students will be prepared to be:

1. Critical Thinkers and Problem Solvers
 - who are skilled questioners: able to define problems, determine what information to seek, and where to find it
 - who analyze and apply new information
 - who use technology appropriately to help solve problems
2. Effective Communicators
 - who are skilled collaborative workers able to express ideas clearly in the target language
 - who understand that communicators have a responsibility to send and receive clear messages
 - who are able to use technology to communicate effectively
3. Active Learners
 - who develop attitudes, skills, and habits to succeed as life long learners
 - who are able to reflectively evaluate the strengths and weaknesses of efforts, processes, and results
 - who are motivated and goal oriented
4. Community Contributors
 - who provide service to others
 - who are socially interactive with both the school and local community in a meaningful fashion
5. Persons of High Character
 - who display positive ethical and moral behavior
 - who are multi-culturally sensitive and accept and respect the worth of each individual
 - who have a sense of perspective about who they are and what they believe

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In the second semester of each year, 8th through 11th grade students are asked to choose courses for the next school year. Student groups by grade level will meet with the counselor, principal, and IB coordinator, as appropriate, to learn about the course selection process. Soon afterward, teachers will advise students individually (usually in the case of 10th and 11th graders for IB courses) and in groups (in the case of 8th and 9th graders) which courses are best for individual students, based on ability, achievement, and future plans. Students should read course descriptions and discuss their options with their parents, who will sign the course selection verification before the student submits course requests to the counselor.

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Considering that student, parent and teacher input are taken into account during the course selection process, we expect that students will make suitable choices when selecting courses. Even with careful planning, however, we understand that sometimes a schedule change is warranted. At the beginning of each academic year there is a 15 day period where students may, with parental approval, drop/add courses for sound educational reasons. Level changes are permitted for up to 45 days into the semester (eg. Math HL to Math SL). Students should request this change by speaking directly to the counselor and teacher.

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High school students in grades 9-12 work towards earning a specific number of graduation credits each year. A passing grade in a course for a semester's work generally earns one half credit towards high school graduation, so that passing both semesters of a course earns a full credit . A 9th grader begins with no credits. In order for a student to be considered a 10th grader, he/she must have earned at least 5 credits; to become an 11th grader, 11 credits; and a 12th grader, 17 credits. In order to graduate, a student must have earned a total of at least 24 credits, distributed across the subject areas as shown in the chart below. Also listed in the chart below are the recommended credits for students planning to apply to college. Though college policies vary, students who follow the recommended courses will be well-prepared for most colleges.

Subject	Credits required for Graduation	Credits Recommended for college
English	4	4
Social Studies	3	4
Math	3	4
Science	3	4
World Language	3	4
Fine Art	1	1-2
PE	1	None
Electives	5	3-5
Total	24	25-29

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All students take seven courses each year in high school. The sample course loads below show typical 4-year plans, though there are many more possible combinations of courses.

The following is a typical course load for a student who would like to be a diploma student:

	Grade 9	Grade 10	Grade 11	Grade 12
1	English 9	English 10	IB English SL/HL 1	IB English SL/HL 2
2	1 Humanities	US History	IB History SL/HL 1	IB History SL/HL 2
3	Geometry	Algebra II	IB Math SL/HL 1	IB Math SL/HL 2
4	Intro Chem/Physics	Environmental Sci. /Bio	IB Bio SL/HL 1	IB Bio SL/HL 2
5	Chinese 9	Pre-IB Chinese	IB Chinese B SL1	IB Chinese B SL2
6	PE 9	MYP Design	IB Economics SL1	IB Economics SL2
7	Music	Art	TOK 1	TOK 2

The following is a typical course load for a student who would like to be a diploma student, but would also like to ensure that s/he takes all three sciences at a high level:

	Grade 9	Grade 10	Grade 11	Grade 12
1	English 9	English 10	IB English SL/HL 1	IB English SL/HL 2
2	Humanities	US History	IB Psychology SL 1	IB Psychology SL 2
3	Geometry	Algebra II	IB Math SL/HL 1	IB Math SL/HL 2
4	Intro Chem/Physics	AP Biology	IB Physics SL/HL 1	IB Physics SL/HL 2
5	Spanish III	Spanish IV	IB Spanish B SL1	IB Spanish B SL2
6	PE 9	Intro IT	IB Chemistry SL/HL 1	IB Chemistry SL/HL 2
7	Music	Global Studies	TOK 1	TOK 2

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The MYP is a curriculum framework implemented at KAS in grades 6 - 10. As a program of the International Baccalaureate, it shares a philosophy of the importance of international-mindedness, the centrality of the student in the learning process and a commitment to holistic education. Nearly all courses in grades 9 and 10 follow the MYP framework and assessment practices and students are required to enroll in at least 6 classes that are MYP courses for 9th and 10th grades. Details of the structure of the courses and the assessments practices can be found in course outlines.

In addition to the coursework for each class, all students are required to complete a Personal Project as defined by the MYP. This is a great opportunity for students to identify and explore a personal passion and create a project to share with the community. The project will be introduced and begun in the final quarter of 9th grade and will be completed in 10th grade.

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The IB Diploma is a comprehensive two-year pre-university course of study aimed at students aged 16-19 leading to the IB Diploma or to separate subject certificates. The IB offers a flexible curriculum and external examinations each May all around the world and it is widely recognized by leading universities. The IB aims to provide a balanced program, which stimulates thought and creativity and enhances the international outlook of students. Students who satisfy the demands of the program demonstrate a strong commitment to learning in terms of knowledge and skills. The purpose of the IB curriculum is:

Educate young people to act intelligently and responsibly in a complex society.

Equip students with a genuine understanding of themselves and others, heightening the capacity for tolerance and respect for different point of views.

Ensure knowledge and skills that will make the student succeed in college.

Develop critical-thinking and reflective skills through an academically demanding program of study that fosters research skills and independent learning, therefore creating lifelong learners.

Provide students with a globally recognized university entrance qualification.

There are six subject groups in the IB curriculum. Candidates for the diploma study six subjects selected from the subject groups. This allows for students to be engaged in a breadth and depth of knowledge and skills. The sixth subject may be one of their choice but offered within the IB groups. Normally, three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours). All three parts of the core- extended essay, theory of knowledge and creativity, action, service- are compulsory and are central to the philosophy of the Diploma Program.

In order to obtain the full diploma students must complete a combination of HL and SL subjects and fulfill the Core Requirements of the program. The Core requirements are:

The Extended Essay (EE)– students engage in independent research through in-depth study of a question relating to one of the subjects they are studying. Students are assigned a teacher supervisor to assist them throughout the process. It offers the opportunity to acquaint students with the independent research and writing skills expected at university.

Theory of Knowledge course (TOK) - students reflect upon the nature of knowledge by examining eight ways of knowing (sense perception, emotion, language, imagination, faith, intuition, memory and reason) and different areas of knowledge (scientific, artistic, historical, mathematical, ethics, religious, indigenous).

Creativity, Action and Service (CAS) – students will actively learn and reflect from experience by performing real tasks beyond the academic requirements of the classroom.

All IB Diploma Program courses and core requirements are completed over two years. Please refer to the IB Guide for further information about the Diploma Programme.

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Academic honesty is an essential component of the KAS culture. Through a high standard of honesty, we demonstrate our integrity as individuals and as a school. Furthermore, when students and teachers maintain academic honesty, trust is nurtured and our culture of learning is strengthened. We assume that all students strive to be principled members of our community, and we are committed to supporting students in becoming independent learners with the skills, knowledge, and judgment necessary for continued academic success.

According to the IBO (2014), academic honesty is essentially making the construction of knowledge, understanding, and thinking transparent (p.1). While this may sound straightforward, how to adhere to this standard is not always obvious or simple. This policy aims to provide guidelines for academic honesty, to provide definitions of honesty and dishonesty, and to outline consequences for infractions.

Academic honesty reveals itself through a transparent, appropriate, and responsible approach to academic work. Please see below for guidance on maintaining academic honesty.

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Students assume full responsibility for the content and integrity of the work they submit. The following are guidelines to assist students in maintaining academic honesty:

1. Transparency

Outside sources: After a student has consulted outside sources, the student should ask:

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Collaboration: After a student has worked with other students, or worked with a tutor, the student should ask,

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2. Appropriateness

Outside sources: Before a student consults an outside source, the student should ask:

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Collaboration: Before a student collaborates with other students or works with a tutor on an assignment, the student should ask,

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3. Formal Submission

Outside sources & collaboration: Before submitting academic work including citations, references, and/or collaboration, the student should ask:

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Violations of academic honesty include, but are not limited to, the following:

\$NFWVZ: This is defined as the representation of the ideas or work of another person as the student’s own.

URV#T: The use or attempted use of unauthorized materials on an exam or any other assignment or an act of deceit by which a student attempts to misrepresent academic skills or knowledge.

/NOVbX[: Intentional misrepresentation or invention of any information, such as falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

~b] VbX[\Sd\Xe This is defined as the presentation of the same work for different assessment components and/or diploma requirements.

.\b`V[: Aiding the misconduct of another student.
Adapted from IB’s Academic Honesty Guidelines

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In cases where a student makes a small mistake or simply needs a better understanding of the expectations or skills, especially with regard to the “Appropriateness” and “Formal submission” guidelines, teachers will work

directly with these students and will expect to see improvements in coming assignments. In-class consequences for these minor issues will be determined by the teacher. If a student continues to have the same problems, these will be considered more serious and may result in the same consequences outlined below for serious infractions.

The most serious infractions are those in which a student deliberately tries to deceive others with what they have submitted, especially with regard to “Transparency” guidelines. Examples of this include a complete lack of citations in a paper, outright cheating during a test, submission of another student’s work, etc. These incidences will be reported to the principal, who may apply one or more of the following consequences:

- zero credit on the assignment,
- formal probation,
- conference with parents,
- zero credit for a course,
- report to a university,
- withdrawal from KAS,
- other consequences as appropriate.

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In addition to the guidelines and consequences outlined above, KAS will adhere to the policy outlined by the International Baccalaureate Organization in cases of academic dishonesty related to any course work, internal assessments, Extended Essays, TOK Essays, CAS documentation, or exams connected to any DP course or Core requirement.

These procedures are outlined in detail in the IB General Regulations
Please see the following document for more information:

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In order to prepare our students for the future, we need to ensure that they have basic skills like reading, writing, and math. However, they also need to have interpersonal skills (know how to get along with others) and communication skills (oral as well as written). Did you know that the most common reason that people lose their jobs is not because they are not smart enough or do not know their jobs well enough? It is because they cannot work on a team and they cannot get along well with others.

We know that early intervention is the key and that is where counselors come in. Research shows that the benefits of a counseling program include improvement in:

- School attitudes and work habits (which correlate with staying in school)
- Peer relationships and communication skills (which correlate to workplace skills)
- Motivation, behavior and grades (which correlate to learning and achievement)

Counselors also consult with parents, staff, Student Study Teams, and others! For further information contact your counselor at ldietrich@kas.kh.edu.tw

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KAS provides PSAT testing to all 10th and 11th grade students each October.

Students are registered for the PSAT test automatically.

KAS is also a testing center for southern Taiwan for the SAT Reasoning and SAT Subject tests. Generally, all 11th grade students take the SAT Reasoning test; students sign up this several weeks in advance (sooner is better) by visiting www.collegboard.com/testing. Depending on where you plan to apply to college, you may also be required to submit two or three SAT Subject tests as well.

Generally speaking, only the most exclusive US universities require two to three SAT Subject test scores in addition to the SAT Reasoning test. University websites, the school counselor, and your teachers are good resources to consult when trying to decide what SAT Subject tests to take.

Some KAS students may wish to take the TOEFL (Test of English as Foreign Language) to support their college application. Though university policies vary with regard to who must submit a TOEFL score, it is a good idea for any student who participated in ELL in high school. You may obtain additional information about TOEFL by speaking with the counselor or by visiting www.ets.org.

Academic Support

Academic support is available for students in a variety of forms. Students can make an appointment to meet, either during or after the school day, with their teachers to clarify assignments. Additionally, students may also choose to sign up for academic after-school activities offered throughout the year such as the Robotics Club, Science Club, and MUN.

English 9

English 9

Grade: 9

Pre-requisite: None,

English 9 is designed to prepare students for the rigors of High School, and eventually college, both academically and emotionally. Not only will students work toward furthering their understanding of the nuances of the English language, they will also learn to research, argue, and express ideas and beliefs with confidence. Students will be expected to read and examine literature, prepare speeches and other oral presentations, act out dramatizations, write in a variety of genres, work individually and work as a team member.

English 10

Grade: 10

Pre-requisite: English 9

This course is designed to lay the foundations for an advanced study of literature. It presents the essential literary concepts, conventions, and genres necessary for more sophisticated interpretation and appreciation of literature. Students are expected to explore ideas through writing and discussion.

IB English Language and Literature A SL/HL

Grade: 11 and 12; this is a two-year course

Pre-requisite: Successful completion of English 10

The language A: language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. 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. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

IB English Literature A HL

Grade: 11 and 12; this is a two year class

*It is recommended that a student have a real appreciation of literature when taking this course

Pre-requisite: Successful completion of English 10 and recommendation of the teacher.

This course is a study of literature drawn from a variety of genres and periods. It provides extensive practice in the close reading and critical analysis of literature

needed for IB assignments and examinations. Students are expected to explore ideas through writing and discussion. It includes a comparative study of selected World Literature in translation. Students have the opportunity to choose topics independently for two World Literature papers and to design an oral presentation to fulfill the requirements of the IB program. Theory of Knowledge curriculum links will also be addressed.

High School ELL

Grade: 9 and 10

Pre-requisite: Placement is according to Language needs, and will be determined by KAS

This course is designed to give students who are not native speakers of English additional support in the development of written English skills. Students will write extensively in a variety of genres. All aspects of writing will be addressed including organization, ideas, voice, word choice, sentence fluency and conventions. Furthermore, students will be expected to work in groups and individually on editing and refining their writing. This course is taken concurrently with English 10.

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19th Century Humanities

Grade: 9

Pre-requisite: None

This course will expose students to a sampling of the social studies disciplines, including History, Sociology, Psychology, and Economics. IB-style assessments will be introduced. Key movements and events of the 19th century in both Western and Eastern Hemisphere societies will be surveyed.

US History

Grade: 10

Pre-requisite: None

Students study US history beginning in the late 19th century and continuing to the present. The important movements of the last 100+ years that shape present day US are covered: industrialization, foreign expansion, two world wars, a depression, the boom of the 50s, the turmoil of the 60's and 70's, the Cold War, and recent economic, technological, and political developments.

Students practice versions of the assessments that they will take in IB History, including essay examinations, individual historical investigations, and document evaluation skills.

IB History SL/HL

Grade: 11 and 12; this is a two-year course

Pre-requisite: None

Topics Studied:

Peacemaking, peacekeeping - international relations, 1918-36

Causes, practices, and effects of Wars, including World War I, World War II, and the Chinese Civil War

The rise and rule of single party states (dictatorships) in the 20th century, including Mao Zedong's China and Adolf Hitler's Nazi Germany
The Republic of China 1912-49 and the rise of Communism
China: the regional superpower from mid 20th century to 2000
Social and economic developments, 1945-2000 - a case study of Taiwan

IB Economics SL/HL

Grade: 11 and 12; this is a two year course

Pre-requisite: It is recommended that only students who have at least a B in US History take Economics HL

IB Economics Standard Level/Higher Level is a two-year, social science course that covers four broad topics. These include Microeconomics, Macroeconomics, International Economics, and Development Economics. All content at the SL level is a subset of the HL content. Examples of SL content include the study of markets and government intervention, market failure, fiscal and monetary policies, international trade, economic integration, measuring development, and foreign aid. HL students will cover extensions to the SL content that include Theory of the Firm, linear demand/supply functions, and market structures.

The aim of the course is to develop not only an awareness of economic issues at the student's local and national level, but internationally as well. As a social science, the scientific method is applied in both qualitative and quantitative ways while students are asked to reflect on human goals and values and their responsibilities as global citizens.

IB Psychology SL/HL

Grade: 11 and 12; this is a two year course

Pre-requisite: None

This course provides a broad yet rigorous introduction to the major perspectives, theories, and studies in psychology. In year one, students will examine basic psychological research methodology, Cognitive Psychology, and Sociocultural Psychology. They will also complete the internal assessment- a simple experimental research study. Year two will focus on Biological Psychology, Abnormal Psychology, and finally will combine all four of the perspectives.

IB Business Management SL/HL

Grade: 11 and 12; this is a two year course

Pre-requisite: None

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course.

Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies. The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long-term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

Theory of Knowledge

Grade: 11 and 12; this is a two year course

Pre-requisite: None

There are mathematical proofs that show that 1+1 does not equal "2." Science bases itself on observation, but we can't see what is right in front of us. History is filled with various 'lies.' The Language you grew up speaking has shaped your mind in ways that cannot now be undone.

This course is required of those who seek the full IB Diploma. We will explore the question: "How do you really know the things you know?" We'll examine the weaknesses of knowing the world through science (both natural and human), math, history, language, perception, emotions, reason and aesthetic (artistic and style) judgments. We'll see that many of the truths we trust, are built on ways of knowing and areas of knowledge that have some suspicious flaws.

Global Studies and Diplomacy

Grade: 10 - 12

Pre-requisite: None

Note: this course counts as an elective credit and cannot replace a core Social Studies class.

This course will introduce students to current social, political, economic, and environmental global issues as well as the intergovernmental organizations that exist to address these pressing issues. Students will be asked to examine each topic from multiple perspectives in order to promote open-mindedness and understanding. Students will also be asked to employ their critical thinking and creative skills to propose effective solutions to the issues at hand.

Throughout this course students will develop research skills that will help prepare them for future independent research projects such as gathering information, assessing sources, analyzing texts, and citing sources. Students will be challenged to develop both informal and formal communication skills in order to present their ideas in relevant, organized ways. Documents from the United Nations as well as a variety of primary and secondary sources will be used throughout this course.

Algebra I

Grade: 9

Pre-requisite: Successful completion of Pre-Algebra

Students explore the language of algebra in verbal, symbolic, tabular, and graphical forms. This course is the basis for all future mathematics courses taken at the high school level. Students study rational numbers, linear equations and functions, inequalities, polynomials, and quadratics. The use of the graphing calculator is incorporated.

Required: TI-84 calculator

Geometry

Grade: 9 or 10

Pre-requisite: Successful completion of Algebra I

This course covers concepts and mathematics that integrate algebra topics, build problem solving skills, and explore real world geometric applications. Students study lines, angles, circles, triangles, surface area, volume, similarity, congruency, and mathematical proofs. Required: Scientific or TI-84 calculator

Algebra II

Grade: 9, 10, or 11

Pre-requisite: Successful completion of Geometry, or may be taken concurrently with Geometry.

This course provides students a curriculum designed to incorporate technology, hands-on activities, and computational mathematics. The course begins with a review of linear functions then moves to matrices, polynomials, exploring quadratic functions, analyzing conics, rational expressions, logarithmic and exponential functions, trigonometry, and discrete math.

Required: TI-84 calculator

Pre-Calculus

Grade: 10, 11, or 12

Pre-requisite: Successful completion of Algebra II

Pre-calculus completes the study of the elementary functions begun in Algebra 1 and Algebra 2. Students will study polynomial, rational, exponential, logarithmic, and trigonometric functions. Other topics include complex numbers, the Binomial Theorem, and sequences and series. Both algebraic and graphical techniques will be used with a focus on the use of technology, modeling and problem solving.

Required: TI-84 calculator

Note: This course is now a pre-requisite for HL Math, beginning with the class of 2016.

IB Math Studies SL

Grade: 11 and 12; this is a two year course

Pre-requisite: Successful completion of Geometry

This is a 2 year long course designed for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic

processes. Topics include: Numbers and algebra, sets, logic and probability, functions, geometry and trigonometry, statistics, introductory differential calculus, and financial mathematics. Students are required to complete a project and write an external exam given by the IBO. Students are required to have a graphing calculator (TI-84 is preferred).

Required: Graphing calculator, TI-84 preferred

IB Mathematics SL

Grade: 11 and 12; this is a two year course

Pre-requisite: Successful completion of Algebra II

This is a 2 year long course designed for students who are competent in the mathematical knowledge they learned from the Geometry and Algebra 2 courses or equivalent courses. IB Math SL will prepare students for university in science and business programs. The 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. The topics include: Algebra, Functions and equations, Circular functions and trigonometry, Matrices, Vectors, Statistics and probability and Calculus. Students are required to complete a portfolio and write an external exam given by the IBO. Students are also required to have a graphing calculator (Ti-84 is preferred) and access to a computer.

IB Mathematics HL

Grade: 11 and 12; this is a two year course

Pre-requisite: It is recommended that only students who have at least a B in Algebra II take Math HL. It is also recommended that students who have completed Algebra II take an online course in Trigonometry or Pre-Calculus prior to taking HL math. This will become a requirement next year.

This is a 2 year long course designed for students with a good background in mathematics who are competent in a range of analytical and technical skills. IB Math HL will prepare students to include mathematics as a major component of their university studies. The course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. The topics include: Algebra, Functions and equations, Circular functions and trigonometry, Matrices, Vectors, Statistics and probability, Calculus and one extra Option. Students are required to complete a portfolio and write an external exam given by the IBO. Students are also required to have a graphing calculator (Ti-84 is preferred) and access to a computer.

GVYbWg

Introduction to Chemistry/Introduction to Physics (one semester of each)

Grade: 9

Pre-requisite:None

The course is designed to serve as a foundation for IB Chemistry and Physics and other high school science courses. The teaching approaches are geared towards the development of the inquiry-based learning, process skills and higher order thinking skills. The course starts with the scientific inquiry and safe laboratory

skills acquisition. After three weeks of the first semester, the chemistry units will start with the composition and classification of matter, structure and properties of atoms, periodic table, chemical bonds, reactions and basic nuclear chemistry. The second semester deals with introduction to Physics. The topic units include: forces and motion, conservation of energy, electricity and magnetism, wave phenomena, electromagnetic and sound waves. In both areas, laboratory, practical applications of concepts and technology are integrated in each topic.

Environmental Science/Biology (one semester of each)

Grade: 10

Pre-requisite: Introduction to Chemistry/Introduction to Physics

The first semester focuses on current events and environmental issues and the second semester on biology- how things interact on earth and how organisms are interconnected. Students examine this information based on an understanding of ecological principles and concepts. In the first semester students will examine lifestyle issues and critically analyze the relationship among population, natural resources, land use, industrialization and pollution. In the second semester, students will focus on ecology, agriculture, biodiversity and life cycles. Environmental problems throughout the course will be examined from the scientific, ethical, and economic perspectives.

Forensics

Grade: 11 or 12

Forensic science is the gathering, examining and analysis of physical evidence from past events, often used in criminal cases in courts. This course is an elective for juniors and seniors who have successfully completed 9th and 10th grade science. Forensics is taught as a science-based lecture and lab course. Most units are organized around types of physical evidence. There is a final project which involves students work in small teams to solve a series of crimes using their knowledge and skills attained during the year. Every effort is made to expose students to modern forensic science by providing the actual equipment (when possible) used by practitioners, recent casebook readings, important court cases relating forensics, relevant documentaries and guest speakers.

IB Biology SL and HL

Grade: 11 and 12

Pre-requisite: It is recommended that only students who have at least a B in previous science courses take Biology HL

Aims of the course are to provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students. Provide a body of knowledge, methods and techniques that characterize biology and the biological sciences. Enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology. Develop an ability to analyze, evaluate and synthesize scientific information. Engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities. Develop experimental and investigative skills. Develop and apply the students' information and communication technology skills in the study of science. Raise awareness of the moral, ethical, social, economic and environmental implications of using science

and technology. Develop an appreciation of the possibilities and limitations associated with science and scientists. Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

AP Biology

Grade: 10 - 12

Pre-Requisite: Successful completion of 9th grade science; and, for 10th graders, recommendation of 9th grade science teacher

*Note that this course cannot be taken in conjunction with IB Biology

AP Biology places emphasis on students making connections between the four big ideas within the AP Biology Curriculum Framework. AP Biology prepares the student for the AP Biology Exam.

“~~V~~ ~~T~~ ~~I~~ ~~O~~ ~~R~~ ~~N~~ ~~O~~ ~~E~~ The process of evolution drives the diversity and unity of life.

“~~V~~ ~~T~~ ~~I~~ ~~O~~ ~~R~~ ~~N~~ ~~O~~ ~~E~~ Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.

“~~V~~ ~~T~~ ~~I~~ ~~O~~ ~~R~~ ~~N~~ ~~O~~ ~~E~~ Living systems store, retrieve, transmit and respond to information essential to life processes.

“~~V~~ ~~T~~ ~~I~~ ~~O~~ ~~R~~ ~~N~~ ~~O~~ ~~E~~ Biological systems interact, and these systems and their interactions possess complex properties.

AP Biology offers the student a chance to study a full range of Biology from its basic concepts to new cutting edge discoveries. Students will increase critical thinking and problem solving abilities by being actively involved in setting up and carrying out experiments that are both teacher and student driven.

Lab work emphasizes development and testing of the hypothesis, collection, analysis, and presentation of data, as well as discussion of the lab work in class. A minimum of two labs in each big idea will be conducted.

IB Chemistry SL and HL

Grade: 11 and 12

Pre-requisite: It is recommended that only students who have at least a B in previous science courses take Chemistry HL. In addition, a strong foundation in Algebra is highly recommended.

IB Chemistry in high school is inorganic in focus. This means we study mainly the interactions of compounds that are not carbon containing as a focus. For the IB program, this is a two year long endeavor to achieve an IB DP certificate. If you are not IB then one can choose to take one full year. The course is a laboratory science and includes integrated laboratories that reinforce the key concepts of chemistry. The course covers concepts explaining atomic theory and structure, matter and change, chemical properties and reactions. Acids and bases, solution chemistry, stoichiometry (mathematical relationships), gases, chemical and molecular bonds, equilibrium and reversible reactions are all covered. Higher Level, versus Standard Level and Non IB based students, will have additional in depth concept formulations and mathematics. A student wishing to take the AP test should enroll for the IB-DP Higher Level and in the second year take the AP Examination in addition to the IB requirements.

IB Physics SL/HL

Grade: 10 – 12; this is a two-year course

Pre-requisite: Geometry, Algebra I, & Algebra II with trigonometry background.

The student with excellent mathematics skills will have a more successful experience with classical Physics.

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Chinese

Chinese

Chinese 9

Grade: 9

Pre-requisite: Successful completion of Chinese 8

This year long course involves extensive reading of primary texts of modern Chinese fiction, scholarly articles, and books in Chinese. This course also focuses on modern Chinese poetry and prose. Reading and writing are routine tasks; oral discussion and debate are important components of the course.

Chinese 10

Grade: 10

Pre-requisite: Chinese A 9

Chinese A 10 class is a full year course designed to consolidate the students' ability in high level Chinese. It will help students to be successful and effective language learners competent in the four skills listening, reading, writing, speaking. In order for students to go to IB Chinese class well prepared, the Chinese A 10 class will also cover culture, literature and history from ancient China through contemporary China as a supplement. We will focus on textual analysis from reading large classic Chinese literature. Our goal is that Chinese language can be used proficiently and appropriately. We will explore all the styles and assessment methods and formats of the future IB Chinese class such as letters, compositions, literary analysis, journal research, essay of extensively thinking etc.

IB Chinese SL /HL

Grade: 11 and 12

Pre-requisite: Successful completion of Chinese 10

This course is a study of literature drawn from a variety of genres and periods. It provides extensive practice in the close reading and critical analysis of literature needed for IB assignments and examinations. Students are expected to explore ideas through writing and discussion. Theory of Knowledge curriculum links will also be addressed.

Spanish

Spanish 1

Grade: 8 or 10

Pre-requisite: None

This year long course is designed to build basic skills in the target language: listening, reading, writing and speaking. There is focus on acquiring communicative competence in the target language, developing cultural awareness, familiarity with sounds and rhythms of target language, developing vocabulary, understanding basic grammar patterns, and developing oral communication for most daily situations. Grading and assessment will be made through a variety of ways to meet the student's learning styles. These will be but not limited to: quizzes, tests, projects, presentations, homework, pair work, group work, role-playing, language games, cultural activities, blogging, debates, interviews, reports and Internet activities.

Spanish 2

Grade: 10 - 12

Pre-requisite: Successful completion of Spanish 1

This year-long course is designed to continue to build and reinforce skills learned in the target language in World Language Level I: listening, reading, writing and speaking. There is focus on the continued development of vocabulary, understanding complex grammar patterns, and developing oral skills. Level II will focus on writing, grammar patterns and preparing students for the IB Language B course. Grading and assessment will be made through a variety of ways to meet the student's learning styles. These will be but not limited to: quizzes, tests, projects, presentations, homework, pair work, group work, role-playing, language games, cultural activities, blogging, debates, interviews, reports and Internet activities.

Spanish 3

Pre-requisite: Successful completion of Level 2

This year long course is designed to reinforce skills learned in the target language in World Languages Levels I and II: listening, reading, writing and speaking. The goal is to teach students to communicate with acceptable fluency in the target language in a vast array of written and oral situations and, at the same time, boost cultural knowledge, increase vocabulary and familiarity with the sounds and rhythms of target language, encourage the use of more complex grammatical patterns and idioms, write academic papers and develop oral communication for daily and non-daily situations in order to prepare students for the IB Language B course.

Grading and assessment will be made through a variety of ways to meet the student's learning styles. These will be but not limited to: quizzes, tests, projects, presentations, homework, pair work, group work, role playing, language games, cultural activities, blogging, debates, interviews, reports and Internet activities. Students will also be introduced to Language B type activities and assessed using IB rubrics and criteria. This course also includes oral exams.

IB Spanish B SL

Grade: 11 and 12

Pre-requisite: Successful completion of Spanish 3

This 2 year long advanced course is designed to reinforce skills learned in the target language in World Languages Levels I and II: listening, reading, writing and speaking. The goal is to teach students to communicate with near fluency in the target language in most written and oral situations and, at the same time, boost cultural knowledge, increase vocabulary and familiarity with the sounds and rhythms of target language, encourage the use of more complex grammatical patterns, develop written skills in order to write academic papers and develop oral communication for daily and non-daily situations. This two year long course will culminate in the IB Language B Standard Level test. Grading and assessment will be made through a variety of ways to meet the student's learning styles.

These will be but not limited to: quizzes, tests, projects, presentations, homework, pair work, group work, role-playing, language games, cultural activities, blogging, debates, interviews, reports and Internet activities. Students will also be trained in IB type activities and assessed using IB rubrics and criteria. This course requires students to take the IB internal oral assessment.

IB Spanish Ab Initio

Grade: 11 and 12

Pre-requisite: Spanish I

These two year long courses are designed to provide students with beginner intermediate level in Spanish/Japanese in order to take the IB Ab Initio examination in their senior year. This course will reinforce skills learned in the target language in World Language Level I: listening, reading, writing and speaking. There is focus on the continued development and extension of vocabulary, understanding complex grammar patterns, and developing oral skills. There will be an oral internal assessment following the IB criteria and assessed externally. Language Ab Initio will focus on writing, grammar patterns and preparing students for the IB Language B course. Grading and assessment will be made through a variety of ways to meet the student's learning styles. These will be but not limited to: quizzes, tests, projects, presentations, homework, pair work, group work, role-playing, language games, cultural activities, blogging, debates, interviews, reports and Internet activities.

Japanese

Japanese 1

Grade: 8

Pre-requisite: None

Note: If this course is taken by a student in 10th, 11th or 12th grade, he or she will not be eligible for the IB Diploma

This year-long course is designed to build basic skills in the target language: listening, reading, writing and speaking. There is focus on acquiring communicative competence in the target language, developing cultural awareness, familiarity with sounds and rhythms of target language, developing vocabulary, understanding basic grammar patterns, and developing oral communication for most daily situations. Grading and assessment will be made through a variety of ways to meet the student's learning styles. These will be but not limited to: quizzes, tests, projects, presentations, homework, pair work, group work, role-playing, language games, cultural activities, blogging, debates, interviews, reports and Internet activities.

Japanese 2

Pre-requisite: Successful completion of Japanese 1

This year-long course is designed to continue to build and reinforce skills learned in the target language in World Language Level I: listening, reading, writing and speaking. There is focus on the continued development of vocabulary, understanding complex grammar patterns, and developing oral skills. Level II will focus on writing, grammar patterns and preparing students for the IB Language B course. Grading and assessment will be made through a variety of ways to meet the student's learning styles. These will be but not limited to: quizzes, tests, projects, presentations, homework, pair work, group work, role-playing, language games, cultural activities, blogging, debates, interviews, reports and Internet activities.

Japanese 3

Pre-requisite: Successful completion of Level 2

This year long course is designed to reinforce skills learned in the target language in World Languages Levels I and II: listening, reading, writing and speaking. The goal is to teach students to communicate with acceptable fluency in the target language in a vast array of written and oral situations and, at the same time, boost cultural knowledge, increase vocabulary and familiarity with the sounds and rhythms of target language, encourage the use of more complex grammatical patterns and idioms, write academic papers and develop oral communication for daily and non-daily situations in order to prepare students for the IB Language B course.

Grading and assessment will be made through a variety of ways to meet the student's learning styles. These will be but not limited to: quizzes, tests, projects, presentations, homework, pair work, group work, role playing, language games, cultural activities, blogging, debates, interviews, reports and Internet activities. Students will also be introduced to Language B type activities and assessed using IB rubrics and criteria. This course also includes oral exams.

IB Japanese B SL

Grade: 11 and 12

Pre-requisite: Successful completion of Japanese 3

This 2-year long advanced course is designed to reinforce skills learned in the target language in World Languages Levels I and II: listening, reading, writing and speaking. The goal is to teach students to communicate with near fluency in the target language in most written and oral situations and, at the same time, boost cultural knowledge, increase vocabulary and familiarity with the sounds

and rhythms of target language, encourage the use of more complex grammatical patterns, develop written skills in order to write academic papers and develop oral communication for daily and non-daily situations. This two year long course will culminate in the IB Language B Standard Level test. Grading and assessment will be made through a variety of ways to meet the student's learning styles. These will be but not limited to: quizzes, tests, projects, presentations, homework, pair work, group work, role-playing, language games, cultural activities, blogging, debates, interviews, reports and Internet activities. Students will also be trained in IB type activities and assessed using IB rubrics and criteria. This course requires students to take the IB internal oral assessment.

9th Grade PE and Health

9th Grade PE and Health

Grade: 9

Pre-requisite: None

This is a year long course that designed to holistically develop, foster, and empower student self-actualization. Development of the Cognitive, Psycho-motor, and Affective Domains serve to guide students toward leading an active, healthy lifestyle skillfully, knowledgeably, responsibly, and vigorously.

Content covered includes a wide variety of team and individual sports, track & field, dance, and gymnastics, as well as a number of fitness activities. The health component of the course that is designed to help students acquire an understanding of health concepts and the skills needed to apply them in making healthy decisions to improve, sustain, and promote personal, family, and community health.

MYP Design

MYP Design

Grade: 9 - 12

Pre-requisite: None; this is a one semester class that must be taken in conjunction with either Speech & Debate or Film Studies

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action. Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students. MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking.

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Visual Arts

High School Art

Grade: 9 -12

Pre-requisite: None

This course is designed to introduce the basic elements of art – line, form and shape, texture, value, and color – through a variety of media and projects.

Students are introduced to the principles of design and to some art history. The course also focuses on development of observational drawing and scientific understanding of the nature of color.

IB Visual Art SL/HL

Grade: 11-12

Pre-requisite: High School Art

This studio-based course emphasizes both students' creative process and their final artistic product in 2-dimensional or 3-dimensional arts forms. As students develop their craft they will conduct thoughtful inquiry into their own thinking and art making processes-recording this learning in written and visual formats. Students are expected to be independently motivated as they research the history and practice of a chosen art form across cultures. They will learn how to connect their research to their own work, creating art that expresses personal meaning within a cultural context. In addition to learning how to appreciate and evaluate their own work and that of others, students will be encouraged to stretch and explore their own work and share it with an audience.

Standard Level - Students should, over the course of two years, try out many different media and styles to see what interests them. Gradually, they will identify themes in their own work. The formal exam should include 12+ pieces of studio work.

Higher Level – Students should focus on developing a strong, cohesive portfolio of art. Thematic series are strongly recommended, and occur naturally in most cases. The formal exam should include 15+ pieces of studio work. IB Art HL level is ideal for a student who is extremely dedicated to the subject and has previous art experience.

Music

Music 1

Grade: 9 - 12

Pre-requisite: None

This is a year long course designed to build on basic music theory, knowledge and classical music history. Students are to improve their understanding and music potential in vocal/and instrumental ability through solo and ensemble performances. This course is a pre-requisite for IB Music.

Music 2/IB Music SL 1

Grade: 10 -12

Pre-requisite: Music 1

This is a year long course designed to continue to build and reinforce skills learned in Music Level I. It focuses on an advanced understanding of music

theory, together with the knowledge of modern and world music. Students are offered the opportunity to perform various styles of music in solo or small ensemble groups, either vocal or instrumental.

IB Music SL

Grade: 11-12 – this is a two year course, and Music 2 serves as the first year of the course.

Pre-requisite: Music 1

The goal of IB music is to enable students to develop their knowledge and potential as musicians, both personally and collaboratively. Students are expected to demonstrate knowledge, understanding and perception of music in relation to time, place and cultures. In addition, students are expected to develop appropriate musical terminology to describe and reflect their critical understanding of music. Next, students are expected to compare and analyze music in relation to time, place and culture. Finally, students will develop adequate performance skills through solo music making.

Evaluation in IB music includes 50% on internal assessments of solo practical performance and 50% external assessment consisting of two parts: a written exam on prescribed works and general knowledge of music perception, and a 2000-word musical links investigation essay based on chosen two pieces from distinct musical cultures.

Vocal Music

Grade: 9 - 12

Pre-requisite: None

We sing, sing, sing and sing in the High School Vocal whole year. We sing intervals, scales and harmonies to train our ears and to be better singers. We sing beautiful round tones with the diaphragm support. We also sing different songs in various styles in solo and in parts with or without accompaniment. Sometimes we improvise new songs, too. We are the “A” choir, the a cappella choir, the best High School Choir. You are very welcomed to join us and SING!

Instrumental Music

Grade: 9 - 12

Pre-requisite: None

This is a yearlong music course focusing on practical performances of music, both solo and ensemble skills. Aiming towards an advanced, high standard of class orchestra, students are required to have an intermediate level of at least one instrument, either a string or a wind instruments. Piano students are also acceptable. The course will also cover sight-reading and aural training to help students' performance ability.

High School Drama

Grade: 9 - 12

Pre-Requisite: None

This is a year long course in Drama, focussing on how an actor can make use of voice, body, movement and space in a performance capacity. The course is designed to creatively challenge students. Students will use drama

techniques to build ensemble and stimulate imagination, with an emphasis on movement and stage presence. There will be a focus on commanding audience attention and engagement. Students will learn how to follow the instructions of a Director as well as learning the fundamental skills for voice and body control. Students will learn and discuss the basic elements of drama to better understand and analyze characters and scripts. Students will use drama vocabulary during class discussions and reinforcement of literacy skills will be at the forefront of all lessons. Students will present their work and skills through a variety of mediums including individual and group performances, presentations and journal writing.

IB Theater SL

Grade: 11 and 12; this is a two year class

Pre-requisite: High School Drama

Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers.

Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

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Digital Media

Grade: 10 - 12

Pre-requisite: None

The primary aim of this course is to complete the yearly yearbook, although there will be emphasis on effective journalism, graphic design and the development of a digital counterpart to the printed yearbook as well.

Speech & Debate

Grade: 9 - 12

Pre-requisite: None

Note that this is a one-semester course that is offered in conjunction with MYP Design

This course will develop and improve public speaking, argumentative, and critical thinking skills in communication settings. Students will prepare and deliver speeches and participate in several of in class debates and forums on current topics. Techniques will be taught to control speech anxiety, and structure and organize information to present to a variety of audiences. As such, the fundamentals of physical and vocal delivery skills, use of language and gesturing, as well as listening skills will be learned.

Film Studies and Scriptwriting

Grade: 9 - 12

Pre-requisite: None

Note that this is a one-semester course that is offered in conjunction with MYP Design

Film Studies is both a comprehensive study into the analysis of film and a creative exercise in producing films. As film is a powerful communication tool, students will learn to understand the motion picture through the viewing of classic and contemporary works of art on the big screen. Furthermore, they will be able to critically think about the films they are watching and how those themes and contexts can contribute to their own work. The class will also feature time devoted to the creation of an independent or group film project.