

# Secondary School Course Descriptions

## The Arts

### Choir 9-10

- Two semesters
- 1.0 credit
- Grade 9, 10

The choir is comprised of 9th and 10th grade music elective students. Choir members will develop proper vocal techniques including posture, breathing, head voice and diction, while studying music performance, theory and history. choir is an IB-Middle Years Program Arts course, and is intended to prepare students for the International Baccalaureate Music course in 11th and 12th grades. As an IB-MYP class, Choir emphasizes both the process of making music and the connections between Music and other subjects. Content includes complex and compound meters, syncopated rhythms, Major and Minor keys, multi-movement works, and pieces from many time periods and places. Each tenth grade choir student prepares a portfolio of their work in music class for moderation by the IB-MYP organization.

Choir members are required to practice at home at least six days per week and attend after-school rehearsal at least once per week. Choir members rehearse and perform at concerts, school ceremonies and community events, providing musical and interpersonal leadership for the ensemble.

### Beginning Band

- Two semesters
- 1.0 credit
- Grade 6

All 6th grade students at CIC earn their music credit in Band. The Beginning Band is designed to teach proper foundations of playing a wind instrument to students with no musical experience, while also giving students with prior musical knowledge or instrumental experience additional opportunities for self-expression. In Beginning Band, students learn proper posture, breath support, horn carriage, and embouchure; staff, clef, time signature, rhythm, pitch, articulation, and other basic music symbols; and methods for setting goals, planning strategies, completing tasks, and evaluating results. As an IB-MYP Arts class, Beginning Band emphasizes that music is a creative process as well as an activity, that music is an intrinsic component of personal and cultural expression, and that music is an enjoyable hands-on activity rather than a consumer product.

Beginning Band members are required to practice at home at least six days per week, and are occasionally required to attend after-school rehearsals. The Beginning Band performs as a unit at concerts and school events.

### **Intermediate Band**

- Two semesters
- 1.0 credit
- Grade 7, 8

All students in 7th and 8th grade students take Band as their music class. The Intermediate Band focuses on developing the basic breathing, counting, and reading skills learned in Beginning Band. Intermediate Band class emphasizes enjoyment of music as a hands-on activity (as opposed to music as a consumer product). This IB-MYP Music course seeks to teach students the processes and tools of personal excellence through a daily regimen of technical and expressive activities. The Intermediate Band course also highlights connections between Music and other subjects. Content includes compound meters, rhythms of increasing complexity, Major and minor keys, Major scales, longer works, and pieces from a variety of times and places.

Intermediate Band Members are required to practice at home at least six days per week and attend after-school rehearsal at least once per week. Members are also required to rehearse and perform with the CIC Wind Orchestra at concerts, school ceremonies and community events.

### **Advanced Band**

- Two semesters
- 1.0 credit
- Grade 9, 10

The Advanced Band is comprised of 9th and 10th grade music elective students. Advanced Band members study music performance, theory and history in a more focused setting than in previous years, building on the knowledge and skills acquired in Beginning and Intermediate Band. Advanced Band is an IB-Middle Years Program Arts course, and is intended to prepare students for the International Baccalaureate Music course in 11th and 12th grades. As an IB-MYP class, Advanced Band emphasizes both the process of making music and the connections between Music and other subjects. Content includes complex and compound meters, syncopated rhythms, Major and Minor keys, Major and Minor scales, multi-movement works, and pieces from many time periods and places.

Advanced Band Members are required to practice at home at least six days per week and attend after-school rehearsal at least once per week. The Advanced Band Members also rehearse and perform with the CIC Wind Orchestra at concerts, school ceremonies

and community events, providing musical and interpersonal leadership for the ensemble.

### **Individual Music Performance**

- Two semesters
- No credit
- Grade 11, 12

Individual Music Performance is open to 11th and 12th Grade students as a non-credit elective class. Students of every ability level are invited to enroll. Course content varies according to each student's ability upon enrollment. Students who have completed at least one full year of music study on any instrument may continue on their prior instrument. Students with no experience or limited experience may study a wind instrument.

Daily activities of the Individual Music Performance class revolve around preparation of solo or group performances and related musicological research. Emphasis is placed on student-directed projects. Individual Music Performance students develop a wide variety of products—perhaps including research papers, music videos, live performances, program notes, compositions, multiple-media performances, audio recordings, or websites—to showcase their learning. Individual Music Performance class intends to achieve a balance between feeding each student's particular interests while also encouraging musical exploration.

Individual Music students are required to practice at home at least six days per week. Individual Music students are required to participate in at least one after-school CIC performing ensemble.

### **MS Theater Arts**

- One semester
- 0.5 credits
- Grade 6, 7, 8

The Middle School Drama program allows students the opportunity to experience learning through all of the senses while developing an appreciation for theater techniques, elements of performance and production through individual exploration and group projects. Students will develop skills in personal awareness, concentration techniques, physical abilities, and self expression. Specific theater techniques such as Mime and Tableau will be introduced. Students will begin to understand the value of self reflection and evaluation through the use of an ongoing Developmental Workbook. In the Drama class, students will explore the "interconnectedness" of all subject areas and come to a greater understanding of the value of self evaluation and reflection.

### **HS Drama**

- Two semesters
- 1.0 credit
- Grade 9, 10, 11, 12

The High School Theater Arts program requires students to have a basic knowledge of theater techniques, elements of performance and production (individual exploration and group projects), introductions to traditions in theater history, playwriting, and using Drama as a tool in education (Popular Theater/Docudrama). We will develop an original play which will travel to other schools to bring all of the skills together and receive feedback from an audience of peers. In the Drama class, students will explore the "interconnectedness" of all subject areas and come to a greater understanding of the value of self evaluation and reflection.

### **IB Theater Arts SL/HL 1 & 2**

- Four semesters
- 2.0 credits
- Grade 11, 12

The IB Theater Arts program requires students to have a thorough knowledge of theater techniques, elements of performance and production (individual exploration and group projects), traditions in theater history, playwriting, and appreciation (we will attend performances in the community to meet this requirement). Students will develop an individual project which will demonstrate their understanding of all the concepts. In the Drama class, students will explore the "interconnectedness" of all subject areas and come to a greater understanding of the value of self evaluation and reflection.

### **MS Art**

- Two semesters
- 1.0 credit
- Grade 6

In sixth grade students will develop their creativity as to express ideas and solve problems. They will see Art as a universal human expression and how this changes as technology progresses. They will experiment with a variety of media and should be able to recognize the elements of Art.

### **MS Art 1**

- Two semesters
- 1.0 credit

This course is an introduction to upper level art and will focus mainly in experiencing the "process of making art" and the use of art elements. Also an introduction to understanding different art styles will be given and how the environment and the culture influenced these movements.

## **MS Art 2**

- Two semesters
- 1.0 credit

This course will build up on skills learned in MS Art I, will also focus on learning the use different media and new ways of expression, as well as an introduction to different art styles.

## **Art Media**

- Two semesters
- 1.0 credit

The purpose of this course is to prepare students for the understanding and enjoyment of different media such as, sculpture, ceramics, block printing, silkscreen, intaglio, painting and tech art; to discover techniques and possibilities and to help them understand the diverse expressions of different cultures.

## **Art Foundations**

- Two semesters
- 1.0 credit

The purpose of this course is to give the students a good academic base in Art and Art History as to further on in the IB program, building proficiency in skills for research and making correlations with other areas.

## **IB Visual Arts SL/HL 1 & 2**

- Four semesters
- 2.0 credits
- Grade 11, 12

The goal of this course is to help students attain high levels of proficiency in artistic skills and art analysis, to find new ways of expression and to broaden their horizons in socio-cultural awareness and bring forth their artistic and human potential. At the end of this two year program the students have the option to earn a certificate if not in the IB diploma program.

# **Counseling**

## **MS Wellness**

- One semester
- No credit
- Grade 6-8

The Middle School Wellness course is designed to provide students with a general understanding of the physical and emotional transitions they are experiencing as adolescents. The program includes information on communication, stress and stress management, personality, nutrition, reproduction, sexuality, puberty, drug abuse, addiction, common illnesses, values, and family systems as well as other topics that might be brought up by students. The course is delivered in a hands-on, workshop style in order to encourage student participation. Through discussion, students have the opportunity to ask questions and think critically about the information they receive.

## **HS Wellness**

- One semester
- No credit
- Grade 9-12

High School Wellness is a flexible course that emphasizes student participation. Topics such as sexuality, the human sexual response cycle, contraception and abortion, stress and stress management, personality theories, mental health, mental disorders, addiction, nutrition, and the life cycle are addressed in a workshop format, encouraging students to reflect on their own attitudes as well as the consequences of their behavior. Emphasis is placed on thinking critically about the wide range of sources of information.

## **English**

### **English 6**

- Two semesters
- 1.0 credit
- Grade 6

The course strives to enhance the four areas of literacy (reading, writing, speaking and listening) through a variety of methods.

In the area of reading, the students begin by focusing on the elements of story and literary terms and techniques. Then they analyze a variety of genres and styles using these terms and techniques. Independent reading is encouraged through integration with the library, reading responses, and book projects.

Writing is incorporated on a daily basis in the form of response logs, essays, and creative pieces. Much emphasis is placed on the writing process, MLA formatting, and students practice both peer and self-editing. Grammar is taught through both the whole language model and direct instruction of the parts of speech.

The speaking aspect of literacy is addressed through oral presentations in various forms including group and individual projects created through our Literature Circle program or individual writing pieces. Finally, students' listening skills are enhanced by the reading aloud of several novels and seminar style discussion groups during novel study.

Materials used in this course include the texts *World of Language* and *Silver Secrets* (Silver Burdett Ginn), class novel sets including *Hatchet*, *Holes*, *Roll of Thunder*, *Hear My Cry*, and *The Apprentice*, as well as a variety of short stories, poetry, and mythology. Throughout the curriculum, emphasis is placed on interdisciplinary connections with other grade six courses. While the Humanities class examines cultural universals of ancient civilizations, Language Arts class uses fictional pieces to explore related themes.

## **English 7**

- Two semesters
- 1.0 credit
- Grade 7

Students in grade seven continue to work on the skills acquired in the previous grades and to develop them further through activities involving writing, reading, listening, and speaking.

The students are encouraged to approach writing as a stimulating vehicle for learning as well as a pleasurable form of self-expression. Grammar is studied to provide the precision of language that will enable the students to communicate effectively.

Students read a variety of literature including poetry, songs, a novel, a journal, an allegory, and a fictionalized account of a real event, as well as short stories, fables, and myths. They investigate how reading material is transformed into visual forms of communication such as film, pop-up books, and posters.

As the students gradually acquire the ability to reflect critically upon what they read, they are asked to express their thoughts orally and to listen to the thoughts of others. Individual talks, discussion times, and panel presentations allow them to learn how to organize their thoughts and how to communicate information. Responses to the presentations sharpen their ability to listen.

By then end of the seventh grade, students should be able to write concise paragraphs about a single topic and should be learning how to expand their writing for longer pieces. They should have a better appreciation of film as an additional mode of communication. They should feel comfortable speaking before their peers.

## **English 8**

- Two semesters
- 1.0 credit
- Grade 8

English 8 is a course based in the study of literature and language. Plays, novels, and poetry form the literary heart of the course. As a preparation for further and more advanced studies in the subject, the course concentrates on the study of the difference

between the use of literary language and other forms of discourse. The course attempts to raise the awareness of the students in terms of their understanding of a work of literary art. It is with this goal in mind that the class focuses on the harmonious conjunction of matter and manner that is the hallmark of the literary use of language.

The other major component of the course is oral and written expression. This part of the course deals with academic and creative writing, forms of oral expression such as reading aloud and answering in class, presentations, and group work.

## **English 9**

- Two semesters
- 1.0 credit
- Grade 9

In this course the students will continue to use the writing process to edit and self-check their work in addition to developing the skills of peer assessment. They will write in a variety of styles for a range of audiences. In oral presentations the students will speak in an array of contexts including responses to literature and a formal debate.

The literature studied will include a modern play, a modern novel, a selection of poetry and a Shakespearean play. Students will be introduced to the skill of analyzing an extract from a work of literature.

## **English 10**

- Two semesters
- 1.0 credit
- Grade 10

In this year, students complete the assigned tasks for the MYP moderation which are: a creative piece, a persuasive piece, and a response to literature.

The students will continue to use the writing process to edit and self-check their work in addition to developing the skills of peer assessment. They will write in a variety of styles for a range of audiences. In oral presentations the students will speak in a range of contexts including responding to literature and a formal debate.

The literature studied will include a modern play, a modern novel, a selection of poetry and a Shakespearean play. Students will continue to develop the skill of analyzing an extract from a work of literature.

## **Grade 10 Personal Project**

- Two semesters
- No credit

- Grade 10

From the beginning of the year, Grade 10 students will work on an independent research paper called the Personal Project. The topic is of the student's own choice and he/she will have a supervisor, chosen from the school staff, to help them through the process. Students can choose from two types of Personal Projects, those that are purely research based or those in which students design, make, or create something and write about this process.

Students are expected to work independently, keep a journal, meet regularly with their supervisor and reflect on their progress. In both types of Personal Projects, the process is more important than the product.

### **Transitional English**

- Two semesters
- 1.0 credit
- Grade 6-10

The purpose of all of the Transitional English (TE) classes is to offer language support to any student in grades 6-10 who needs additional reinforcement. Admission to the course is by teacher placement or by student request.

The TE course offers support in all the courses the students take, from math to English. As a result, the content of the TE course is determined by the needs of the students and by what is taught in their other courses. Special attention is given to vocabulary and written work.

Students bring assignments from other classes to the TE teacher for help with vocabulary, grammar, punctuation, usage, and clarity of thought. As often as possible, the TE teacher attends the other classes to offer support within the class. The TE teacher meets with the regular English teacher to review the students' needs and checks with the teachers of the other core subjects to see what special situations may have arisen in which students need support. At times, the TE teacher may be the regular English teacher as well.

As time permits, the TE teacher may also address additional language issues in listening, speaking, writing, and reading, pulling from a variety of resources.

Students will be individually evaluated before discontinuing TE. Exit evaluation may be requested by the teacher or the student.

### **IB English A1 SL/HL 1**

- Two semesters
- 1.0 credit
- Grade 11

This course is literature based. Higher level students will read fifteen works over the two years and standard level students will read eleven. These texts will include novels, novellas, plays and poetry from a range of eras and cultures, including works written in other languages and translated into English.

Assessment will be in four key areas in both courses: literary essays; commentaries, which are responses to poems and extracts of novels; oral presentations; and research papers. A high level of technical accuracy in written and spoken English is expected.

### **IB English A1 SL/HL 2**

- Two semesters
- 1.0 credit
- Grade 12

IB English 2 A1 SL/HL is the second year of the two year International Baccalaureate Language A1 program, although one does not have to be registered in the IB program to take the course. The Language A1 program is a pre-university course in literature and is intended for those students who are going to study literature or related studies at university. The course is, however, open to competent students whose studies in literature will likely end with secondary school.

Literature is the study of human nature as it is articulated in literary language; the course, consequently, is concerned with the expression of themes of human import in conjunction with the artifices used by the writer to communicate meaning.

The student's ability to express him/herself is increased in two ways: (1) actively, by way of oral and written exercises, that is, by way of academic and/or creative writing assignments and oral presentations and (2) passively, by way of intellectual osmosis as the power of articulation inherent in the subject impresses itself onto the student's mind.

The student is expected to understand other points of view other than his/her own, an capacity encouraged by the process of sympathetic identity with the human values of at the core of the writer's vision.

### **IB English A2 SL/HL 1**

- Two semesters
- 1.0 credit
- Grade 11

IB English 1 A2 is the first year of the two year International Baccalaureate Language A2 program, although one does not have to be registered in the IB program to take the course. It is a course based in literature and cultural studies and is designed for those students who already have a high level of competence in English. The main focus of the course is on the reinforcement and refinement of language skills. Students are expected

to use language for purposes and in situations involving sophisticated discussion, argument, and debate.

Students are encouraged to widen their ability to use language by way of vocabulary study, the analysis of literary works, and the discussion of the effects of popular culture on contemporary life. The analysis of language in its context is a crucial element of this course. To achieve this end, a wide range of texts, both literary and non-literary, is studied, compared, and contrasted.

## **IB English A2 SL/HL 2**

- Two semesters
- 1.0 credit
- Grade 12

This course is literature and language based. Higher level students will read six works over the two years and complete two language units; standard level students will read six works and complete one language unit. These texts will include novels, plays and poetry originally written in English, in addition to non-literary sources such as newspapers, magazines, advertisements, websites, songs, etc.

Assessment will be in four key areas in both courses: essays; comparative commentaries, which are responses to extracts of a range of texts; individual and group oral presentations; and a portfolio of the student's writing that is varied in both style and type of audience.

## **ESOL**

### **Beginning ESOL**

- Two semesters
- 1.0 credit

This is a one-year intensive English course for secondary students who have never studied English or have a beginning level of proficiency in English. The course aims to begin to develop the English language skills necessary to be successful in the mainstream classes. Students receive daily English instruction in the four areas of language development: listening, speaking, reading, and writing. The emphasis of this Beginning ESOL course is on communication and interaction with the goal of preparing students to understand and use the language appropriately in a range of academic and social situations and contexts. Students in this course are expected to attend ESOL summer school.

### **ESOL Humanities**

- Two semesters

- 1.0 credit

This is a one-year sheltered program offered to students entering secondary school with low English proficiency. The objective of this course is for students to develop English language skills necessary to be integrated in the mainstream Humanities course while providing them with academic instruction at their language proficiency level. Instruction is in the four areas of language development: speaking, listening, reading, and writing. English language skills are presented through the Humanities course content.

Students enrolled in this course are integrated in classes such as Math, Art, Drama, Band and PE. They are encouraged to participate in after-school activities in order to continue developing their language skills. Students are also expected to attend ESOL summer school.

### **ESOL Science**

- Two semesters
- 1.0 credit

This is a one-year sheltered program offered to students entering secondary school with low English proficiency. The objective of this course is for students to develop the English language skills necessary to be integrated in the mainstream Science courses while providing them with academic instruction at their language proficiency level. Instruction is in the four areas of language development: speaking, listening, reading, and writing, English language skills are presented through the Science course content.

Students enrolled in this course are integrated in classes such as Math, Art, Drama, Band and PE. They are encouraged to participate in after-school activities in order to continue developing their language skills. Students are also expected to attend ESOL summer school.

### **Intermediate ESOL**

- Two semesters
- 1.0 credit

This is an English course for secondary students who have already studied English for one-to-two years and have an intermediate proficiency level in English. The course aims to continue to develop the academic English skills necessary to succeed in the mainstream English program. Students receive daily English instruction in the four areas of language development: listening, speaking, reading, and writing. Students at this level are integrated in mainstream classes with in-class ESOL support.

### **Advanced ESOL**

- Two semesters
- 1.0 credit

In this course students are integrated in the mainstream English class and are placed in the Transitional English class until they are officially exited from the ESOL program.

### **IB English B SL/HL 1 & 2**

- Two semesters each
- 1.0 credit each

This is an International Baccalaureate (IB) course leading to the examination of English Language B Standard or Higher Level. It is a foreign language course designed for 11th and 12th grade students who have already studied English for two to five years. The main focus of the course is on language acquisition and the development of reading, writing, speaking and listening skills. These language skills are developed through the study and use of a range of written and spoken material including novels, plays, short stories, poems, films and music. The course also aims to develop students' confidence in the use of the language, understanding of the cultural aspects of the language, and ability to communicate ideas clearly.

### **MS ESOL Resource**

- Two semesters
- 1.0 credit
- Grade 6, 7, or 8

This is a class designed for middle school ESOL students who have been integrated in mainstream classes and receive in-class support. The aim of MS ESOL Resource is to use the content of the mainstream class as a vehicle for English language instruction and to modify the content as needed.

### **HS ESOL Resource**

- Two semesters
- 1.0 credit
- Grade 9, 10, 11, or 12

This is a class designed for high school ESOL students who have been integrated in mainstream classes and receive in-class support. The aim of HS ESOL Resource is to use the content of the mainstream class as a vehicle for English language instruction and to modify the content as needed.

## **Foreign Languages**

### **Spanish 1**

- Two semesters
- 1.0 credit

- Grade 6

This is an integrated literature and language course. The students will learn how to deal with their mother tongue in oral and written forms. They will learn the research techniques applied to encyclopedias, newspapers, commercials and internet resources. This course will connect with interdisciplinary subjects, providing elements to work with the areas of interaction: Approaches to learning, Community and Service, Environment, Homo Faber and Health and Social Education. This course has two sections: the grammatical structures and the literary analysis of Latin-American texts. Additionally, it offers the opportunity to learn about Venezuelan history and geography topics.

## **Spanish 2**

- Two semesters
- 1.0 credit
- Grade 7

This course builds on the work begun in Spanish 1 and continues to develop the study of language and literature. The students' skills in speaking, listening, writing, reading, and viewing are at the center of the course. The students learn how to apply different group techniques such as cooperative learning activities, research groups, forum, Socratic seminars and the like. They also have the opportunity to review selected books based on civilization and culture. They start studying different trends in contemporary literature, from an analytical and critical point of view and relating them to the areas of interaction. The students continue learning about 18th and 19th century Venezuelan history.

## **Spanish 3**

- Two semesters
- 1.0 credit
- Grade 8

This is the third year in Spanish as a first language in the MYP program. The main goal of this subject is to reinforce the complex grammatical structures of the language. Students are exposed to most verb tenses in Spanish, including all the indicative and subjunctive moods. The students build up a programmed study of the main literary genres such as poems, dramatics and essay texts. They can also rewrite texts of dramatic scripts, poetry, letters and others using narrative techniques. Venezuelan 20th century history is taught in this course as well as the political organization of the country.

## **Spanish 4**

- Two semesters
- 1.0 credit
- Grade 9

The Spanish 4 course follows the International Baccalaureate Middle Years Program in which key areas of interaction give the course a distinctive identity. These include: Approaches to Learning, Environment, Health and Social education, Homo Faber and Community and Service. This is a challenging academic program with a holistic emphasis on knowledge acquisition and an awareness of appropriate links with other disciplines. It is an integrated literature and language course, designed to teach the students grammatical skills as well as literature. The students learn to read literature with a critical eye and they study a wide variety of literary texts: novels, short stories, poetry, and plays, to which they are encouraged to respond creatively and critically. The course includes the study of different styles and characteristics that form literary schools, tendencies, and general literary currents such as Modernism, the Creole's literary current, Regionalism and the Twentieth Century "Avant Garde" Classical and theatrical production.

### **Spanish 5**

- Two semesters
- 1.0 credit
- Grade 10

The Spanish 5 course follows the International Baccalaureate Middle Years Program in which key areas of interaction give the course a distinctive identity. These include: Approaches to Learning, Environment, Health and Social education, Homo Faber and Community and Service. This is a challenging academic program with a holistic emphasis on knowledge acquisition and an awareness of appropriate links to other disciplines. It is an integrated literature and language course, designed to teach the students grammatical skills as well as literature. The students acquire essential elements of critical literature and study a wide variety of literary texts: novels, short stories, poetry, and plays, to which they are encouraged to respond creatively and critically. The course includes the study of different styles and characteristics that form literary schools, tendencies, and general literary currents such as Modernism, the Creole's literary current, Regionalism and the Twentieth Century "Avant Garde" Classical and theatrical production.

### **IB Spanish A1 & A2 SL/HL 1**

- Two semesters
- 1.0 credit
- Grade 11
- Prerequisite: Spanish 5 or placement text

The students begin the IB A1 and A2 Program language which they will complete during IB A1 and A2 Spanish 2,. The purpose of this course is to introduce the students to the political and socio-cultural Latin American problems so that they can better understand the authors from this culture. They will keep developing critical and analytical literature

skills and will be able to determine the structure and the elements as well as monologue techniques of the different texts under study.

### **IB Spanish A1 SL/HL 2**

- Two semesters
- 1.0 credit
- Grade 12
- Prerequisite: IB Spanish 1 A1 or placement text

This course offers the highest level in Spanish and the opportunity to take the IB A1 Language exam. Students acquire the knowledge of Spanish and Latin American Literature and its relationship to World Literature. They also study in detail different genres originally written in Spanish as well as excerpts based on text books written in different styles such as narrative, lyric or poetry. A free selection of literature based on the school criteria is also introduced. Extra readings allow students to use the skills of literacy analysis and acquire a more specific knowledge of the Spanish Language.

### **IB Spanish B SL/HL 1**

- Two semesters
- 1.0 credit
- Grade 11

This course is designed for students with a minimum of two years of previous study of Spanish. Students review and improve their knowledge of the language with oral and written exercises. They acquire the skills required to write complex essays and to express their opinions about contemporary issues. One of the objectives of this course is to prepare students for the IB language B program which includes communication techniques, civilization and literature. The main focus of the course is on language acquisition including the four primary skills: listening, speaking, reading and writing. These skills are developed through the study and use of a range of written and spoken material extending from everyday oral exchanges to literary texts, all related to the cultures under study.

### **IB Spanish B SL/HL 2**

- Two semesters
- 1.0 credit
- Grade 12

The students complete the IB Language B two year program. The purpose of this course is to enable them to deepen their knowledge of the Spanish Language and of Latin American Literature. A major objective of this course is to prepare students for the IB Language B examination in Spanish. Students are therefore taught the necessary skills which include reading, writing, listening and speaking in the target language. These skills are not taught or assessed in isolation, but rather in an integrated and

unified fashion resulting in actual communication. In addition to producing effective communicators in the language, this course also exposes students to the culture of the language. Thus they learn to appreciate the language, understand its relevance in the American continent and the rest of the world, and develop the skills that will enable them to become life-long learners of Spanish.

### **Spanish as a Foreign Language 1**

- Two semesters
- 1.0 credit
- Grade 6, 11

The main goal of this course is to allow students to be exposed to the Spanish - language for the first time. It will enable them to start communicating effectively after being introduced to the 4 basic skills. Activities related to reading, writing, listening and speaking such as dialogues, role playing, listening exercises, reading short stories, and writing short paragraphs will be used in the class to expose them to a variety of daily situations. The students will also be able to identify and understand different kind of accents used in the Spanish-speaking countries. This course, based on the MYP program for a second language, also offers to 11th graders. the first year of the IB ab initio program.

### **Spanish as a Foreign Language 2**

- Two semesters
- 1.0 credit
- Grade 7, 12

This course has been designed for students who have previously acquired the skills of SFL I or have been tested to be placed in this class. Students will have the opportunity to improve, reinforce and use the skills already acquired as well as to apply them to real life situations. More grammatical structures and vocabulary will be introduced in order to stimulate them to prepare and perform better in the class and outside. This course also offers the opportunity to know a little about the people, customs, and culture of Hispanic countries. The MYP program is wrapped up with our program for middle school and it also gives seniors the opportunity to get ready to sit the IB ab initio exam.

### **Spanish as a Foreign Language 3**

- Two semesters
- 1.0 credit
- Grade 8

The students now possess a basic knowledge of the language but continue to develop the four skills through activities that focus on meaningful personal communication. They learn new concepts and reinforce previously learned ones. They are taught to express their ideas, feelings and opinions in normal, everyday settings. They also learn more about the culture of Spanish-speaking people and become aware of the similarities and differences between different cultures and peoples. In order to prepare for the IB program, students are taught how to write summaries, narratives, descriptive essays as

well as comments on simple texts. Those who have completed SFL 3 are prepared to take the IB Language B standard level exam. A 10th grader should also be able to take the MYP test for Spanish as a second language.

### **Spanish as a Foreign Language 4 & 5**

- Two semesters each
- 1.0 credit each
- Grade 9, 10

These two year-long courses are offered to students who have already completed three basic levels of Spanish as a foreign language. The main objective of this course is to prepare students for the IB Language B examination in Spanish as well as the MYP evaluation course work. Thus students are taught the necessary skills which include reading, writing, listening and speaking in the target language. These skills are not taught or assessed in isolation, but rather in an integrated way, helping the students to become effective communicators in the language. This course also exposes students to the Hispanic culture, teaching them to appreciate the language, understand its relevance in the American continent and the rest of the world, and develop the skills that will enable them to become life-long learners and producers of Spanish. The students are exposed to different levels of literary genres and are introduced to different topics about civilization and culture.

### **French 1**

- Two semesters
- 1.0 credit
- Grade 9

This is a course designed for beginners. It aims to develop the four language skills necessary to enable the students to use the target language efficiently and to acquire a basic knowledge of grammar and vocabulary. It is divided into a number of topics or themes, each with set objectives. The content to be covered includes numbers, dates, days of week, months and seasons, the weather, the time, family and friends, shopping, fashion, food and drink, hobbies and holidays. Grammatical concepts are introduced; e.g., direct and indirect object pronouns, passé composé and some irregular verbs, with emphasis on communication. Whenever possible, students are asked to approach their tasks through the MYP lenses: ATL, Environment, Homo Faber, Community and Service, Health and Social Education.

### **French 2**

- Two semesters
- 1.0 credit
- Grade 10

French 2 is a course designed for students who have acquired a basic knowledge of the language. It incorporates topics set in authentic contexts to enable the students to

deepen their knowledge of the four language skills. The year is divided into a number of units, each with set objectives. The practical situations which are more sophisticated are studied in depth. The content to be covered includes talking about self and school, describing feelings, shopping, weekend activities and leisure, vacation plans etc. Grammar structures are further developed e.g. object pronouns, most regular and irregular verbs in the present, past and future tenses. The language program is enriched with videos, magazines and role-play. Whenever possible, students are asked to approach their tasks through the MYP lenses: ATL, Environment, Homo Faber, Community and Service, Health and Social Education.

### **French 3**

- Two semesters
- 1.0 credit
- Grade 10

The students possess a basic knowledge of the language but continue to develop the four skills through activities that focus on meaningful personal communication. They learn new concepts and reinforce previously learned ones, learn to express their ideas, feelings and opinions in natural, everyday settings, and also learn more about the culture of French-speaking countries. They thus become aware of the similarities and differences between cultures and peoples. In order to prepare for the IB Program, students are taught how to write summaries, comments on simple texts, as well as narratives and descriptive essays. They become familiarized with some French-speaking authors by reading and commenting on excerpts of their writings. Whenever possible, they are asked to approach their tasks through the MYP lenses: ATL, Environment, Homo Faber, Community and Service, Health and Social Education.

Texts: *En Voyage*, *Le Petit Prince* (Saint Exupery), *Paroles* (Prévert)

### **IB French B SL/HL 1 & 2**

- Two semesters each
- 1.0 credit each
- Grade 11, 12

This course is designed for students with a minimum of two years of French. The Language B program is communicative, focusing principally on the interaction between speakers of the target language, as well as on the study of texts and the assimilation of facts about the country or countries in which the language is spoken. The main focus of the course is on the acquisition of language as well as the four primary skills: listening, speaking, reading and writing. These language skills are developed through the study and use of a range of written and spoken material. Such material extends from everyday oral exchanges to literary texts, and it is related to the cultures studied. The Language B syllabus is composed of three integrated parts:

- Language: development of the four linguistic skills above mentioned above and handling the language systems accurately (grammar, syntax, etc.)
- Texts: Use of a variety of texts selected in view of the communicative competence
- Cultural awareness: all texts studied reflect the culture related to the language.

HL French contains more literary texts and activities, and demands a higher level of sophistication than the SL.

## Humanities

### Humanities 6

- Two semesters
- 1.0 credit
- Grade 6

The course strives to introduce the students to the components of the MYP Humanities program while covering the standards set forth in the CIC Humanities curriculum document.

The Five Themes of Geography, Ancient Civilizations of South America, the Dark Ages, Junior Model United Nations, and the Globalization of Sport direct our units of study. Each student leaves this class having proven understanding in these areas through a variety of performance assessments. The course text, *The World and Its People* (Silver Burdett Ginn), is used as a resource during the school year.

### Humanities 7

- Two semesters
- 1.0 credit
- Grade 7

The course strives to reinforce to the students to the components of the MYP Humanities program while covering the standards set forth in the CIC Humanities curriculum document.

Climate and Weather patterns, the Renaissance Era, Junior Model United Nations, and the Age of Exploration direct the four units of study in this course. The text book, *The World- Past, Present, East and West* (McGraw-Hill), is used as reference throughout this course. Students are engaged in a variety of performance assessments to ensure the learning of all students. Students also read the novel, *Catherine Called Birdy*, as a supplement to our unit on the Renaissance.

### Humanities 8

- Two semesters

- 1.0 credit
- Grade 8

This third (full) year MYP humanities course continues the combination of geography and history and prepares students for their transition to our high school Middle Years Program. We emphasize more research and writing and examine, in-depth, these topics: Exploration, Colonialism, The race for Empire, The black civil rights movement, Junior Model United Nations and River, Coastal and Glacial Geography.

## **Humanities 9**

- Two semesters
- 1.0 credit
- Grade 9

This one-year course is designed to give all students an experience of the three major social studies courses through the medium of a combined and thematic humanities course. The key themes of this year are: People and Politics (in depth studies of global and local politics, political evolution and the impacts on population and demography) The relationship between people, resources and their environments, Environmental issues both at a local and global level and world religions.

## **Humanities 10**

- Two semesters
- 1.0 credit
- Grade 10

Each student will study one semester of Geography and one semester of History. This is to give students greater opportunity to study subjects in more depth as part of their preparation for the IB Diploma Program. The Geography component is designed to give students a look at industrial and agricultural change, along with the developmental processes in operation in the world today focusing on Tourism as a diverse, dynamic and dominant industry, its impacts and global inequalities. The History component offers an in depth analysis of conflict on a local, national and global scale, by using a range of case studies to support, contradict and raise debate over future, past and present conflicts students will gain understanding of how and why we co-operate, negotiate and respond to them on many levels. Students will also undertake a sociology/History quarter of topics that look at 'us as people and our interactions in societies, further developing their knowledge and understanding of conflicts and how humans persecute and the steps that lead from prejudice to persecution.

## **IB Geography SL/HL 1**

- Two semesters
- 1.0 credit
- Grade 11

Our Geography IB course supports, develops and enhances knowledge, understanding and skills gained through the IB Middle Years Program social studies course that all students at CIC undertake. The grade 11 Geography course follows the prescribed IB curriculum and is taught at both Higher and Standard levels. In grade 11 the students concentrate on the following themes: The core unit Population, Resources and Development focus's on past, current and possible future issues supported with case studies. Students will use higher order skills in order to analyze how/why these three components interrelate, dominate and impact each other. This is then followed by Lithospheric processes and Hazards. The third unit of work is Ecosystems and human interactions. Each student must complete one fieldwork assignment; Students are given the opportunity to undertake a minimum of two pieces of coursework, which enables the best to be submitted in the final year. The course is designed to be current, challenging, diverse, enjoyable and personal in order to provide the students with an opportunity to derive a better understanding of how the interconnected world works from physical, political, socio-economic, cultural and environmental perspectives.

## **IB Geography SL/HL 2**

- Two semesters
- 1.0 credit
- Grade 12

The grade 12 curriculum continues through the IB syllabus for both higher and standard level students. This year involves the study of two optional themes: Coastal environments and their management which supports our grade 12 interdisciplinary field trip to Curacao. Which is then followed by Globalization, this course aims at tackling some of the most powerful current and influential global geographical issues. The end of grade 12 revisits the core unit of study. Population, resources and development which encompasses all units studied and ties together concepts, skills and knowledge and understanding gained through a stringent revision program aimed at allowing our students ample practice before undertaking two IB examinations. Each course is relevant and challenging and designed to provide the students with some in depth understanding of the process at work in the world around them. The senior course is a cross curricular senior trip to Curacao where two field work activities are completed: one on beach processes and formation and the other on tourism and its impacts on the coastal/coral environment. Overall student perceptions and experiences of this course are extremely positive and it continues to be the most popular IB choice from the Social Studies group 3 options. Students undertaking the Geography IB are also offered the opportunity to undertake a personal extended essay based around any of the areas studied throughout the IB diploma.

## **IB History SL/HL 1**

- Two semesters
- 1.0 credit

IB History is designed as a two-year course for students pursuing an IB Certificate or IB Diploma. During one of the two years of the program, CIC offers the course on 20th century World History focused on and structured according to selected Prescribed Subjects and 20th C. World History Topics as indicated in the IB History Syllabus.

Students will gain an in-depth understanding of 1) the Rise and Rule of Single-party States from different regions 2) the Cold War, from the end of WWII to the mid-1990s with special focus on the evolution and development of East-West relations during the period from 1960 to 1979. Students will learn about the complex and changing character of the Cold War and its impact on different areas of the world. As for other 20th century World History Topics selected from the IB Syllabus, students will learn about the origin, dynamics and institutional framework of efforts globally to promote and secure Peace and Cooperation. The focus and overarching theme of this topic addresses positive features of the 20th Century, aiming to give students and understanding of efforts to achieve peace and cooperation through international and regional organizations and consensus government in democratic and multi-party states.

For each of the above areas, students will be conducting detailed investigations and/or presentations of selected major themes and of specific country or comparative case studies appropriate to develop each Topic. The primary text for this course is Palmer & Colton's *A Modern World History* supplemented by CNN's *Cold War* video series.

## **IB History SL/HL 2**

- Two semesters
- 1.0 credit

IB History is designed as a two-year course for students pursuing an IB Certificate or IB Diploma. During one of the two years of the program, CIC offers the History of the Americas(HOA) course. The HOA course is focused on and structured according to the regional option of the IB History program, specifically for study of the Americas in a comparative, regional framework. The Americas regional option covers the U.S., Canada and Latin America including the Caribbean. The chosen time period for in-depth study covers the 100-year period from the late 19th century to the mid-1990s. Within this option, students will become aware of and gain an in-depth understanding of key political, social economic and cultural events and themes, including patterns and connections over time and across the region, that have had a decisive and enduring impact on the Americas as the region has evolved and developed over the past century. Some of these include: evolution and changes in governments; causes and effects of the Great Depression; different paths to and effects of industrialization; and foreign policies of the region, including their impact and contribution to development and evolution of the legal and institutional bases created to promote hemispheric cooperation. Among the principal topics and themes covered, as prescribed or indicated in the IB syllabus, are economic and social development in the Americas, domestic politics, policies and international relations, U.S. foreign policy in Latin America(LA), the Mexican Revolution- its causes, short-term impact and longer-term consequences

domestically and in relations with the US, the Great Depression in the Americas, impact of WWII on the region, and hemispheric cooperation- US/LAC, post-WWII – early 1990s. The primary texts used for this course are Skidmore & Smith's *Modern Latin America* and Palmer & Colton's *A History of the Modern World*.

## **IB Economics SL/HL 2**

- Two semesters
- 1.0 credit

IB Econ I is the 1st year module of the two-year long IB Econ program taught at CIC. During this first year, incoming Juniors will learn the essential concepts, subject-specific skills, methodologies and "Big Ideas" of leading thinkers in the field of economics. The course proceeds to an in-depth study of Microeconomics, focusing on individual, industry and market aspects of micro. Specific high-level topics studied are Markets, Elasticities, and the Theory of the Firm. The latter encompasses a thorough examination of costs as well as market structures such as monopoly, oligopoly and perfect/monopolistic competition. The Micro section concludes on the themes of economic efficiency and of market failure. Following the comprehensive study of market failure, using real-life examples and solutions, we commence the study of Macroeconomics, or the study of whole economic systems, their structure and processes, on the national, regional and international/global level. First year Macro will focus on introduction to the Macro approach and topic, key concepts and measurement of national income and macroeconomic models including important concepts of aggregate supply, aggregate demand, and full employment equilibrium as well as their linkage to real output and incomes, inflation and price levels and unemployment. Finally, students will have commenced preparation of their IB Internal Assessment requirement of a Portfolio of commentaries based on the above topics studied. The principal text used is Alan Glanville's *Economics From A Global Perspective* in addition to the PBS-sponsored video series, *Commanding Heights: Battle for the World Economy*.

## **IB Economics SL/HL 2**

- Two semesters
- 1.0 credit

IB Econ II is the 2nd year continuation module of the two-year long IB Econ program taught at CIC. During second year, seniors will revisit and review the theory, essential concepts, analytical tools and key topics of Macro such as inflation, unemployment, economic growth. Students will explore market-based and government intervention alternative solutions to Macro problems. The latter highlights demand management and supply-side policies and approaches used by governments to address or respond to problems arising in their quest to achieve desired macroeconomic policy objectives. Following the Macro module, we will explore key aspects of International Economics, covering topics such as trade, theory of comparative advantage, protectionism, trade agreements and regional trade/economic integration arrangements such as the EU and

NAFTA and Mercosur. In addition, we will explore foreign investment and the rising role and importance of transnational corporations in foreign investment and trade flows. Other key topics covered are balance of payments, exchange rates, terms of trade and special problems related to balance of payments. The final section of this course relates to Development economics, beginning with an introduction to the concept, its key characteristics, measurement approaches and important development-related issues and challenges. In this section we will concentrate on sources of economic growth and development, alternative growth and development strategies, development obstacles, and negative consequences of growth, particularly as they may impact or put at risk sustainable, long-term development. In the final quarter, the class will commence revision of the full 2-year course syllabus in preparation for final exams in May. The principal text used is Alan Glanville's *Economics From A Global Perspective* in addition to the PBS-sponsored video-series, *Commanding Heights: Battle for the World Economy*.

## **Theory of Knowledge 1 & 2**

- Two semesters
- 1.0 credit
- Grade 11 & 12

Theory of Knowledge (TOK) is the foundational course upon which the entire IB curriculum is built. It is designed to be the conduit through which the six IB subject areas are interwoven. Its purpose is simple, yet exceptionally challenging--to develop in students the ability to reflect critically on diverse ways of knowing and areas of knowledge, primarily through the question, "What do you know and how do you know it?"

TOK is essential to every student as it encourages students to become aware of themselves as thinkers and to become aware of the complexity of knowledge. Further, and perhaps most importantly, the course fosters in students an appreciation of the quest for knowledge.

The course is taught over a two-year period and is divided into three main sections.

- Knowers and Knowing
- Ways of Knowing
- Areas of Knowledge

TOK 2 will cover the third section of the syllabus, Areas of Knowledge, specifically looking at:

- The Arts
- Natural Sciences
- Mathematics
- Social Sciences
- History

# Mathematics

## Math Skills

- Two semesters
- 1.0 credit
- Grade 6-12
- Degree of Difficulty: Easy
- Homework: Daily
- Prerequisite: Recommendation from teacher

This course is intended for students who need to gain an understanding of number sense, basic skills and problem solving strategies that will help them in the real world. The course is focused on conceptual understanding first through use of manipulatives and then the algorithms necessary to gain fluency. This course could also be for students who need extra assistance in their regular math classes. Students are only able to join this course with the recommendation from a teacher.

### Topics:

- Quarter 1: Comparing numbers – large and small(decimal); Adding and subtracting with decimal numbers; Dividing whole numbers ( with single and double-digit divisor); Mental math; Patterns- identifying and understanding them in math and in real life
- Quarter 2: Fractions: comparing, equivalent, improper, reducing and simplifying, adding and subtracting; Mixed numbers; Problem solving dealing with fractions; Mental math
- Quarter 3: Statistics and Probability; Problem solving using statistics; Percentage, how to calculate and use
- Quarter 4: multiplying and dividing fractions; multiplying and dividing decimal numbers; Representing a number in various forms - fraction, percentage, decimal

## Math 6

- Two semesters
- 1.0 credit
- Grade 6
- Degree of Difficulty: Regular
- Homework: Daily, 20-30 minutes
- Fulfills Pre-Algebra requirement

This course is intended to bridge the gap from elementary mathematics to middle school math with increased abstract thinking processes. Students will continue to work on basic mathematical skills, increasing their understanding in number concepts

through hands-on activities. Student will learn new concepts in the fundamental skills in math: problem solving, order of operation, powers and exponents, fractions, geometry and statistics. The usefulness of mathematics in the world around them is a constant theme throughout the course. This course is to increase their fluency in the language of mathematics, and prepare students for success in algebra and geometry. A scientific calculator is required for this course.

Topics:

- Quarter 1: Statistics and Graphs; Adding and Subtracting, Decimals; Multiplying and Dividing Decimals; Fractions and Decimals
- Quarter 2: Number Patterns and Algebra; Adding and Subtracting Fractions; Multiplying and Dividing Fractions; Ratio, Proportion, and Percent
- Quarter 3: Measurement; Angles and Polygons; Measuring Area and Volume
- Quarter 4: Probability; Integers; Solving Equations

### **Pre-Algebra**

- Two semesters
- 1.0 credit
- Grade 7 or 8
- Degree of Difficulty: Regular
- Prerequisite: completion of Math 6 and recommendation of Grade 6 math teacher or as indicated by entrance exam
- Homework: Daily 20-30 minutes
- Fulfills Algebra 1 requirement

Pre-Algebra is designed to assure that students have the necessary skills for success in Algebra I and beyond. Building on their understanding of counting and whole numbers including fractions, students explore integers and rational numbers. The concepts of ratio, proportion, and percent are emphasized. Students learn to solve linear equations and inequalities and delve into functions and graphing. Geometry concepts are further developed as is work using statistics and probability. By the end of this course, the review of basic skills is complete and students will have been prepared for using those skills in more abstract operations. A scientific calculator is required for this course.

Topics:

- Quarter 1: Statistics and Probability, Integers, Equations
- Quarter 2: Factors and Fractions, Rational Numbers, Ratio, Proportion, and Percent
- Quarter 3: Equations and Inequalities, Functions and Graphing, Real Numbers and Right Triangles
- Quarter 4: Two-Dimensional Figures, Three-Dimensional Figures, Statistics and Probability

### **Algebra 1**

- Two semesters
- 1.0 credit
- Grade 8 or 9
- Degree of Difficulty: Regular
- Prerequisite: Pre-Algebra
- Homework: Average
- Fulfills Integrated Math 2 requirement

In Algebra 1 students will discover the fundamental concepts of algebra and apply algebraic thinking to practical and complex problems. Students will also develop proficiency in the fundamental skills of algebra: solving equations and inequalities, factoring simple polynomials, understanding and manipulating radicals, and solving systems of equations. Function notation is introduced and students will develop their understanding of functions throughout the course within the context in which functions are used. Linear and quadratic functions are studied in depth with an emphasis on practical applications. The relevance of algebra in a real world context is a constant theme throughout the course. A graphing calculator is recommended for the course; CIC recommends the TI-84 Plus graphing calculator.

#### Topics Studied

- Quarter 1: Statistics and Probability, Real Numbers
- Quarter 2: Solving and Graphing Lines
- Quarter 3: Analyzing Lines, Solving Inequalities, Solving Systems of Equations
- Quarter 4: Polynomials, Factoring

#### **Integrate Math 2**

- Two semesters
- 1.0 credit
- Grade 9, 10
- Degree of Difficulty: Regular
- Prerequisite: Algebra 1
- Homework: Average
- Fulfills Algebra 2 and Trigonometry requirement

Through investigations, group work, activities and direct instruction students in this course will build on their knowledge of mathematical topics introduced in Algebra 1. Students will move from making inductive conclusions to the use of deductive reasoning. Algebraically, this will be accomplished through the extensive exploration of polynomials and factoring techniques, graphing and solving linear and quadratic equations while discovering their applications as modeling tools for real-world situations. Geometrically, students will be introduced to the idea of proof through the exploration of plane figures, similar and congruent triangles, and parallel line postulates. A graphing calculator is required for the course; CIC recommends the TI-84 Plus graphing calculator.

#### Topics Studied

- Quarter 1: Linears, Matrices
- Quarter 2: Quadratics, Coordinate Geometry
- Quarter 3: Measurement, Logic
- Quarter 4: Triangles, Coordinates in Space

### **Algebra 2/Trigonometry**

- Two semesters
- 1.0 credit
- Grade 10
- Degree of Difficulty: Regular
- Prerequisite: Integrated 2
- Homework: Average
- Fulfills IB Standard Level Math 1 requirement

For tenth grade students this course represents the final year of preparation of the MYP extended syllabus. Typically these students go on to fulfill the IB group five requirement with the two year sequence of IB Standard Level Math I and II. For tenth grade students this course represents the final year of preparation of the MYP extended syllabus.

Typically these students go on to fulfill the IB group five requirement with the two year sequence of IB Standard Level or Higher Level Math I and II. Students in this course will extend their understanding of algebra and functions introduced in previous courses. The focus of this course is to show relationships between the various strands of mathematics and to link mathematics to real world situations, showing algebra to be both relevant and useful. Students investigate open ended questions and regularly discuss the limitations of mathematical models. Technology is used extensively in this course to explore concepts within a real world context and algebraic thinking is applied through numerical, graphical, symbolic, and verbal means. A graphing calculator is required for the course; CIC recommends the TI-84 Plus graphing calculator.

Topics Studied:

- Quarter 1: Functions, Lines, Solving Systems of Equations, Polynomials
- Quarter 2: Quadratic Functions, Polynomial Functions, Rational Functions
- Quarter 3: Rational Functions, Exponential and Logarithmic Functions
- Quarter 4: Trigonometry

### **IB Mathematical Studies SL**

- Two semesters
- 1.0 credit
- Grade 11, 12
- Degree of Difficulty: Regular
- Prerequisite: Algebra 2/Trigonometry

This course caters for students with varied backgrounds and abilities in mathematics. More specifically, it is designed to apply previously learned concepts to real-world

problems, build confidence, and encourage an appreciation of mathematics in students who do not necessarily need a great deal of mathematics in their future studies. As such, the course will reinforce basic skills, show connections between the various branches of mathematics and be composed of applications problems. In keeping with the philosophy of the IB Math Studies program, investigations, group work, and activities are used in addition to direct instruction throughout the year. Each student will spend approximately half of the year preparing a project on a mathematical topic of her/his choice. Students will be introduced to a broad range of mathematical topics, which includes: Numbers, Algebra, Sets, Logic, Probability, Functions, Geometry, Trigonometry, Statistics, Differential Calculus, and Financial Mathematics.

Students completing the course have the option to sit for the IB Mathematical Studies examination.

Topics Studied:

- Quarter 1: Statistics and Sets, Logic, and Probability
- Quarter 2: Numbers and Algebra, Functions, and Financial Math
- Quarter 3: Geometry and Trig, and Calculus
- Quarter 4: Review for IB exam.

### **IB Standard Level Math 1**

- Two semesters
- 1.0 credit
- Grade 11 or 12
- Degree of Difficulty: Regular
- Prerequisite: Algebra 2/Trigonometry or IB Math Studies
- Homework: Average
- Completes IB Standard Level Mathematics 2 requirement

IB Standard Level Math 1 is the first course in a two year sequence. This course caters for 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. It is a demanding course since it contains a variety of mathematical topics and requires a strong mathematical background. Part of the course is the completion of at least three portfolio assignments. These assignments allow students to increase their understanding of mathematical concepts and processes through mathematical writing. They will be assessed using an IB rubric.

A graphing calculator is required for the course. CIC recommends the TI-84 Plus graphing calculator.

Twelfth graders may take this class after completing IB Math Studies, especially if they are interested in doing further calculus before going on the university. Students who

complete the 2 year course sequence will have the option of sitting for the IB Standard Level Mathematics Examination in May of their senior year.

Topics Studied:

- Quarter 1: Statistics and Probability
- Quarter 2: Algebra, Functions, and Sequences and Series
- Quarter 3: Trigonometry
- Quarter 4: Vectors

### **IB Standard Level Math 2**

- Two semesters
- 1.0 credit
- Grade 11
- Degree of Difficulty: Regular
- Prerequisite: IB SL Math 1
- Homework: Average to Heavy

IB Standard Level Math 2 is the second course in a two year sequence. This course caters for 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. It is a demanding course since it contains a variety of mathematical topics and requires a strong mathematical background. Part of the course is the completion of at least three portfolio assignments. These assignments allow students to increase their understanding of mathematical concepts and processes through mathematical writing. They will be assessed using an IB rubric.

A graphing calculator is required for the course. CIC recommends the TI-84 Plus graphing calculator.

Students who complete the 2 year course sequence will have the option of sitting for the IB Standard Level Mathematics Examination in May of their senior year.

Topics Studied:

- Quarter 1: Matrices
- Quarter 2: Differential Calculus
- Quarter 3: Integral Calculus
- Quarter 4: Review for the IB exam

### **IB Higher Level Math 1**

- One year, one credit; grade 11
- Degree of Difficulty: Challenging
- Prerequisite: Algebra 2 and Trigonometry with teacher recommendation
- Homework: Average to Heavy

IB Higher Level Math 1 is the first course in a two year sequence. This course caters for students with a good background in mathematics who are competent in a range of analytical 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. It is a highly demanding course since it contains a variety of mathematical topics that are covered at a rapid pace and in great depth. Part of the course is the completion of at least three portfolio assignments. These assignments allow students to increase their understanding of mathematical concepts and processes through mathematical writing. They will be assessed using an IB rubric.

A graphing calculator is required for the course. CIC recommends the TI-84 Plus graphing calculator.

Students who complete the 2 year course sequence will have the option of sitting for the IB Higher Level Examination in May of their senior year.

Topics Studied:

- Quarter 1: Statistics and Probability
- Quarter 2: Algebra, Functions and Equations
- Quarter 3: Trigonometry
- Quarter 4: Matrices

## **IB Higher Level Math 2**

- One year, one credit; grade 12
- Degree of Difficulty: Challenging
- Prerequisite: IB Higher Level Math 1
- Homework: Average to Heavy

IB Higher Level Math 1 is the first course in a two year sequence. This course caters for students with a good background in mathematics who are competent in a range of analytical 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. It is a highly demanding course since it contains a variety of mathematical topics that are covered at a rapid pace and in great depth. Part of the course is the completion of at least three portfolio assignments. These assignments allow students to increase their understanding of mathematical concepts and processes through mathematical writing. They will be assessed using an IB rubric.

A graphing calculator is required for the course. CIC recommends the TI-84 Plus graphing calculator.

Students who complete the 2 year course sequence will have the option of sitting for the IB Higher Level Examination in May of their senior year.

Topics Studied:

- Quarter 1: Vectors
- Quarter 2: Differential Calculus
- Quarter 3: Integral Calculus
- Quarter 4: Review for the IB Exam

## **Physical Education**

### **Physical Education 6**

- Two semesters
- 1.0 credit
- Grade 6

This course provides students the opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program. In 6th grade, we emphasize the essential question of working cooperatively and the qualities that make up a good team. The focus of this course is the development of movement skill and movement skill knowledge; the assessment and maintenance of physical fitness to improve health and performance, and the knowledge of physical fitness concepts, principles and strategies. We also address the psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics. Units of activity include: physical fitness (use of Fitnessgram program); invasion games; (team handball, hockey, soccer and basketball); volleying skills and lead-up games (volley tennis and/or small-sided volleyball games); striking games (softball); athletics (track and field events); gymnastics (acrogym and movement to music). Students will be engaged in some theory work based on handouts and projects connected to the MYP areas of interaction.

### **Physical Education 7**

- Two semesters
- 1.0 credit
- Grade 7

This course provides students the opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program. In 7th grade, we emphasize the essential question of how individuals can help others to

improve. The focus of this course is the development of movement skill and movement skill knowledge; the assessment and maintenance of physical fitness to improve health and performance, and the knowledge of physical fitness concepts, principles and strategies. We also address the psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics. Units of activity include: physical fitness (use of Fitnessgram program); invasion games; (team handball, hockey, soccer and basketball); volleying skills and lead-up games (small-sided volleyball games); racket sports (badminton); striking games (softball); athletics (track and field events); gymnastics (acronym and movement to music). Students will be engaged in some theory work based on handouts and projects connected to the MYP areas of interaction.

### **Physical Education 8**

- Two semesters
- 1.0 credit
- Grade 8

This course provides students the opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program. In 8th grade, we emphasize the essential question of what determines 'success' in sport. The focus of this course is the development of movement skill and movement skill knowledge; the assessment and maintenance of physical fitness to improve health and performance, and the knowledge of physical fitness concepts, principles and strategies. We also address the psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics. Units of activity include: physical fitness (use of Fitnessgram program); invasion games; (hockey, soccer and basketball); volleying skills and lead-up games (small-sided volleyball games); racket sports (badminton); throwing and catching (ultimate Frisbee); striking games (softball); athletics (track and field events); gymnastics (acronym and movement to music). Students will be engaged in some theory work based on handouts and projects connected to the MYP areas of interaction.

### **Physical Education 9**

- Two semesters
- 1.0 credit
- Grade 9

This course provides students the opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program. In 9th grade, we emphasize the essential question of ways of maintaining an active lifestyle. The focus of this course is the development of movement skill and movement skill knowledge; the assessment and maintenance of physical fitness to improve health and performance, and the knowledge of physical fitness concepts, principles and strategies. We also address the psychological and sociological concepts, including self-

responsibility, positive social interaction, and group dynamics. Units of activity include: physical fitness (use of Fitnessgram program); invasion games; (flag football, hockey, soccer and basketball); volleying skills and lead-up games (small-sided volleyball games); racket sports (badminton); throwing and catching (ultimate Frisbee); striking games (softball); athletics (track and field events); gymnastics (acronym and movement to music). Students will be engaged in some theory work based on handouts and projects connected to the MYP areas of interaction.

## **Physical Education 10**

- Two semesters
- 1.0 credit
- Grade 10

This course provides students the opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program. In 10 grade students complete their MYP portfolio; they complete two written assignments, a movement composition and a video assessment of a specific sport. The aim of this course is the development of movement skill and movement skill knowledge; the assessment and maintenance of physical fitness to improve health and performance, and the knowledge of physical fitness concepts, principles and strategies. We also address the psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics. Units of activity include: physical fitness (development of Personal Exercise Program); invasion games; (hockey, soccer and basketball); volleying skills and lead-up games (small-sided volleyball games); striking games (softball); athletics (track and field events); gymnastics (acronym- development of composition).

## **Physical Education HS Elective**

- Two semesters
- 1.0 credit
- Grade 11, 12

This course provides students the opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program. The aim of this course is the development of movement skill and movement skill knowledge; the assessment and maintenance of physical fitness to improve health and performance, and the knowledge of physical fitness concepts, principles and strategies. We also address the psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics. Units of activity include: physical fitness (development of Personal Exercise Program); invasion games (hockey, soccer and basketball); net games (volleyball); striking games (softball); athletics (track and field events).

## **Science**

## **Science 6**

- Two semesters
- 1.0 credit
- Grade 6
- Degree of Difficulty: Regular
- Homework: Daily, 20-30 minutes

This science curriculum focuses on a balanced mix of the three major strands. Instruction accommodates the needs of the varying academic and language proficiency levels of the wide variety of students at CIC.

The major concern is to develop students' questioning skills, foster curiosity, and expand upon the inherent enthusiasm of young children. The concepts explored include themes related to Life Science, Physical Science, and Earth Science.

Through our emphasis on research, hands-on activities, labs, presentations and group activities, students will better acquire the essential skills needed for continued science study. The elementary science program develops scientific reasoning and critical thinking skills through the medium of thought provoking, open-ended inquiry. Students are challenged to observe, predict and defend their predictions and conclusions with authority and confidence.

## **Science 7**

- Two semesters
- 1.0 credit
- Grade 7
- Degree of Difficulty: Regular
- Homework: Daily, 15-25 minutes

Seventh grade science is an introduction to the study of Life Science. It is a year-long course that places a great deal of emphasis on the development of the students' skills in carrying out laboratory investigations. The students are introduced to and expected to use, exclusively, System Internationale units of measurement. Regular laboratory investigations are an integral part of this course. The following topics are covered: Laboratory Safety, Characteristics of Living Systems, Cell Structure & Function, Taxonomy, The Five Kingdom System of Classification, and Ecology.

## **Science 8**

- Two semesters
- 1.0 credit
- Grade 8
- Degree of Difficulty: Regular
- Homework: Daily, 15-25 minutes

Eighth grade science is an introduction to Physical Science. It is a year long course and the curriculum builds on the skills that were emphasized in seventh grade science. The students are introduced to writing laboratory reports that follow the style that is required in IB science courses. At least one laboratory investigation is performed as a part of each topic that is covered. The following topics are covered: States of Matter, Elements & the Periodic Table, Chemical Bonding, Solutions, Newton's Laws of Motion, Speed & Acceleration, Work & Power, Magnetism, and Electricity.

## **Biology 9**

- Two Semesters
- 1.0 credit
- Grade 9
- Degree of Difficulty: Regular
- Homework: Average
- Textbook: *Biology: The Web of Life* (Strauss & Lisowski)

This course is designed to be an introductory course in Biology. It is a year long course and the curriculum is designed to meet the needs of students with varying abilities and proficiency in the English language. The aim of the course is to provide secondary students with an introduction to the major topics of modern Biology. It is laboratory based and the students write laboratory reports that follow the IB science style. The students are expected to stay current with the curriculum by reading nightly and completing regular written homework. Emphasis is placed on the students developing a greater respect for all living organisms and an appreciation and respect for the environment. At least one laboratory investigation is performed with each topic that is studied. Topics covered are: Water, Biologically Significant Compounds, Enzymes & Metabolism, Photosynthesis & Cellular Respiration, Mitosis & Meiosis, Mendelian Genetics, Molecular Genetics, Evolution, Botany, and Ecology.

## **Chemistry 10**

- Two semesters
- 1.0 credit
- Grade 10
- Degree of Difficulty: Regular
- Homework: Daily, 20-30 minutes
- Textbook: *Chemistry in the Community* (American Chemical Society)
- Scientific calculator required

This course is designed as an introductory year-long course in Chemistry. The syllabus is aimed at students of varying abilities and has been developed to be relevant to the differing backgrounds and experiences of students throughout the world. In particular, students' studies should enable them to acquire understanding and knowledge of the concepts, principles and applications of chemistry so that they may be suitably prepared to embark upon further studies in science.

Through well-designed studies of experimental and practical science, the course hopes to:

- Provide abilities and skills that are relevant to the study and practice of chemistry and encourages effective communication;
- Stimulate curiosity, interest and enjoyment in chemistry and its methods of inquiry;
- Stimulate an interest environmental protection;
- Introduce students to the methods used by scientists and to the ways in which scientific discoveries are made.

Topics covered include, but are not limited to: The Nature of Science: Paradigms; Water: Exploring resources; Materials: Structure and Uses; Air: Chemistry and the Atmosphere; Petroleum: Making and Breaking bonds.

## **Physics 10**

- Two semesters
- 1.0 credit
- Grade 10
- Degree of Difficulty: Regular
- Homework: Weekly, 2-3 hours
- Textbook: *Physics* by Raymond A. Serway and Jerry S. Faughn, 2002
- Scientific calculator required

This course provides an introduction to physics, concentrating on the application of physics in everyday life. The course is hands on, including experiments, where students formalize the scientific process, and projects. Topics include the use of measurement to describe the world around us, kinematics, forces, statics, waves and light, radioactivity, and energy. Projects include building a bridge, and building and programming robots. Students research significant inventions, scientists' contributions to understanding our world, and alternate sources of energy.

Required math skills include algebra, trigonometry, and vectors.

Students who complete this course can enroll in IB Physics Standard Level for their 11th and 12th grades.

## **IB Chemistry SL/HL 1**

- Two semesters
- 1.0 credit
- Grade 11
- Degree of Difficulty: Regular/hard
- Homework: Average
- Scientific calculator required
- Higher Level candidates should have a facility with applying Math Concepts.

- Textbook: *Chemistry* (Zumdahl)

Chemistry is an experimental science and the IB chemistry course combines academic study with the acquisition of practical and investigation skills. The course aims to provide opportunities for scientific study and creativity within global contexts. Topics covered in the first year of IB Chemistry include, but are not limited to: Stoichiometry, Atomic Theory, Periodicity, Bonding, States of Matter, Energetics and one of the optional units of study. The course follows the IB Syllabus. Students are expected to become familiar with a body of knowledge and methods/techniques, but emphasis is placed on their application. The course also aims to engender an awareness of the need for and the value of effective collaboration and communication during scientific activities, including an awareness of the moral/ethical, social, economic and environmental implications of using science and technology. Throughout the course students are expected to develop an ability to analyze, evaluate and synthesize scientific information.

## **IB Chemistry SL/HL 2**

- Two semesters
- 1.0 credit
- Grade 12
- Degree of Difficulty: Regular/hard
- Homework: Average
- Scientific calculator required
- Higher Level candidates should have a facility with applying math concepts
- Textbook: *Chemistry* (Zumdahl)

This course is a continuation of IB Chemistry 1. Students should have successfully completed the first year of IB Chemistry to enroll. Topics covered in the second year of study are Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, Organic Chemistry and a second Option from the IB Syllabus. Emphasis is placed on producing experimental coursework and designed experiments to meet the IB Criteria. The course prepares students for the IB examination. The course may also prepare students for the AP and/or SAT 2 examination, although some extra independent study is required on the part of the student.

## **IB Physics SL 1**

- Two semesters
- 1.0 Credit
- Grade 11
- Degree of Difficulty: Hard
- Homework: Heavy
- Scientific calculator required
- Textbook: *Physics* by Douglas C. Giancoli, 5th edition

This course is the first year of a two year laboratory based program in physics, which both prepares students for the IB Physics Standard Level examination as well as

college physics. While the course is non-calculus based, it is rigorous, and requires that students have or develop an ability to think analytically. Laboratories are performed approximately every two weeks. Topics include measurement, kinematics, forces, friction, mass and weight, momentum, work and energy, circular and orbital motion, statics, thermal physics, ideal gases, and traveling and standing waves.

Required math skills include algebra, trigonometry, and vectors. Calculus is not required.

Students wishing to take the AP-B examination in physics will require some additional outside preparation to study topics not covered in the IB curriculum.

## **IB Physics SL 2**

- Two semesters
- 1.0 Credit
- Grade 12
- Degree of Difficulty: Hard
- Homework: Heavy
- Scientific calculator required
- Textbook: *Physics* by Douglas C. Giancoli, 5th edition

This course is the second year of a two-year laboratory based program in physics, which both prepares students for the IB Physics Standard Level examination as well as college physics. While the course is non-calculus based, it is rigorous, and requires that students have an ability to think analytically. Laboratories are performed approximately every two weeks. Topics include electrostatics, electricity, magnetism, radioactivity, nuclear reactions, fission and fusion, and the Special Theory of Relativity.

Required math skills include algebra, trigonometry, and vectors. Calculus is not required.

Students completing this course may sit for the IB Physics Standard Level examination.

## **IB Biology SL/HL 1**

- Two Semesters
- 1.0 credit
- Grade 11
- Degree of Difficulty: Regular/Hard
- Homework: Average
- Textbook: *Biology* 4th Edition (Campbell)

IB Biology is an experimental science that combines academic study with the acquisition of practical and investigative skills. The course presents Biology in a global perspective and follows the IB syllabus. The students are expected to become familiar with a body of knowledge, as well as the development of laboratory methods and

techniques. The course aims to engender an awareness of and need for effective collaboration and communication during scientific investigation. Topics covered are: Statistical Analysis, Cells, The Chemistry of Life, Mendelian & Molecular Genetics, Ecology, and Evolution.

## **IB Biology SL/HL 2**

- Two Semesters
- 1.0 credit
- Grade 12
- Degree of Difficulty: Regular/Hard
- Homework: Average
- Textbook: *Biology* 6th Edition (Campbell & Reece)

This course is a continuation of IB Biology I. Students must have successfully completed the first level of IB Biology. Emphasis is placed on the students producing a body of experimental work that will meet the IB Criteria. It is expected that the students will demonstrate a high degree of independence in their laboratory work. The course prepares the students for the IB examination. The topics covered are: Human Health & Physiology, Nucleic Acids & Proteins, Photosynthesis & Cellular Respiration, Plant Science, Genetics, Physiology of Exercise, Ecology, and Neurobiology.

## **Technology**

### **Technology 1**

- One semester
- 0.5 credits
- Grade 6
- Degree of Difficulty: Regular
- Homework: Less than average

The primary goal of this course is to learn to use the computer as a tool for creating text documents. The emphasis will be on learning keyboarding, formatting documents, and developing effective skills for conducting research in the library and on the Internet. The course will address learning through knowledge, understanding, skills, and attitudes. All projects will follow the MYP Design Cycle.

The course consists of a series of projects each of which will require the students to use a variety of hardware and software tools to create a product or solution. Each project will follow the IB MYP design cycle (investigate, plan, create, evaluate). The evaluation will follow the MYP technology rubric. The projects will emphasize independent work and individual problem solving. Throughout the course students will keep a blog to use as an online journal and as the MYP design folder.

During the course, students will complete the following projects:

- Touch-type at a speed of at least 40 words-per-minute (corrected for errors)
- Create a blog to document class work
- Document library research skills
- Format a document
- Use MLA format for citations
- Use appropriate methods for copyrights and legal sharing
- Create a social bookmarking account using del.icio.us. Create tags and set up an inbox to get links from topics of interest
- Use collaborative word-processing software

## **Technology 2**

- One semester
- 0.5 credits
- Grade 7
- Degree of Difficulty: Regular
- Homework: Less than average

The primary goal of this course is to learn to use a digital camera to create quality photographs. The emphasis will be on learning self-expression through photography. Students will concentrate on the technical as well as the creative aspects of photography. Students will also learn to use photo editing software and software to create slide shows and photographic presentations. Students will also spend time evaluating their own and each other's work. At the end of the course students will have built a portfolio of their work. The course will address learning through knowledge, understanding, skills, and attitudes. All projects will follow the MYP Design Cycle.

The course consists of a series of projects each of which will require the students to use a variety of hardware and software tools to create a product or solution. Each project will follow the IB MYP design cycle (investigate, plan, create, evaluate). The evaluation will follow the MYP technology rubric. The projects will emphasize independent work and individual problem solving. Throughout the course students will keep a blog to use as an online journal and as the MYP design folder. During the course, students will complete the following projects:

- Create a blog using Blogger to use as a journal for reflection about activities and projects in the course.
- Create a self-portrait.
- Create a photograph that depicts an emotion.
- Create a poster for the library.
- Contribute to a group photography project.
- Create a photograph and text that describes "the best part of me."
- Create a photograph that depicts a dream.
- Create a story that integrates photographs, text, and sound.

## **Technology 3**

- One semester
- 0.5 credits
- Grade 8
- Degree of Difficulty: Regular
- Homework: Less than average

This course is project-based, involving both individual and group work. The focus of the course is on problem solving. Evaluation is based on the MYP technology rubric. For the projects, students will be able to choose from a variety of different media depending on which is most appropriate for their specific task or need. The projects will emphasize the following topics:

- MYP Design Cycle
- Blogs
- Keyboarding
- Spreadsheets
- Charts
- Surveys
- Copyrights and legal sharing
- Library research
- Social bookmarking

#### **Technology 4**

- One semester
- 0.5 credits
- Grade 9
- Degree of Difficulty: Regular
- Homework: Average

This course is project-based, involving both individual and group work. Evaluation is based on the MYP technology rubric. Students will become familiar with doing research through a high-quality database. They will gain experience presenting their research and information in attractive, well-organized projects. They will also investigate the ethical considerations of research and project development. The emphasis of the course is on learning to use:

- MYP Design Cycle
- Blogs
- Keyboarding
- Desktop publishing
- Presentations
- Copyrights and legal sharing
- Library research

#### **Technology 5**

- One semester

- 0.5 credits
- Grade 10
- Degree of Difficulty: Regular
- Homework: Average

The course consists of a series of projects each of which will require the students to use a variety of hardware and software tools to create a product or solution. Each project will follow the IB MYP design cycle (investigate, plan, create, evaluate). The evaluation will follow the MYP technology rubric. The projects will emphasize independent work and individual problem solving. Throughout the course students will keep a blog to use as an online journal and as the MYP design folder.

During the course, students will complete the following projects:

- Create a blog using Blogger to use as a journal for reflection about activities and projects in the course.
- Create a portfolio of graphics taken from the web, scanned, and taken with a digital camera.
- Create a social bookmarking account using del.icio.us. Create tags and set up an inbox to get links from topics of interest.
- Subscribe to the RSS feeds of other students' blogs and del.icio.us accounts.
- Investigate wikis and contribute to an entry on Wikipedia.
- Create a short podcast in which you read a short story or poem.
- Create a website on a topic that you are covering in another class.
- Create a podcast, blog, or website that will deal with a research question of their choice. The research question will be related to topics covered in the 10th grade Humanities class.