

2019 – 2020
PROGRAM OF STUDIES
GRADES 6 – 12



*A college preparatory school with an
international perspective*

UPLIFT NORTH HILLS PREPARATORY

Mission

The mission of Uplift North Hills Preparatory is to provide an education that empowers scholars to reach their highest potential and inspires a love of learning. We will achieve this Mission by:

- Providing a preparatory curriculum of the highest standards that encourages children to raise the level of expectations that they place upon themselves and motivates them to become successful leaders.
- Creating a diverse community that embraces the ideals of responsible citizenship in an environment of respect for our world and its peoples.
- Creating traditions and symbols that continually illustrate and reinforce our goal among all members of our community.

Pledge

I pledge to do my best this day,
To honor myself and others
In everything I do.

To accept responsibility for my own learning and
to encourage others, as I embrace my own opportunities to grow.

To exercise leadership
and prepare myself for college at every opportunity!
For me, mediocrity is not an option;
Only excellence will do.

Who I am has value.
What I think has value—Eruditio Omnia Vincit
Who I will become is invaluable to the world.

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TABLE OF CONTENTS

| | |
|--|----|
| HISTORY AND INTRODUCTION | 4 |
| PHILOSOPHY | 4 |
| CURRICULUM OVERVIEW | 4 |
| INTERNATIONAL BACCALAUREATE ORGANIZATION | 5 |
| Primary Years Program | 5 |
| Middle School Program..... | 5 |
| IB Diploma Program | 6 |
| IB Learner Profile..... | 8 |
| PROGRAM DESCRIPTION..... | 9 |
| Middle School Program..... | 9 |
| Upper School Program | 9 |
| GENERAL SCHOLAR INFORMATION | 10 |
| Academic Support | 10 |
| Acceleration..... | 10 |
| Added Value | 10 |
| Adding or Dropping a Course..... | 10 |
| Advanced Placement/Diploma Program Courses..... | 10 |
| Class Rank Policy | 11 |
| Class Schedule..... | 11 |
| Community Service | 11 |
| Correspondence Courses and Summer School | 12 |
| Counseling Services and Scholar Support | 12 |
| Courses Repeated (Audit)..... | 12 |
| Credit Policy | 12 |
| Dual Credit | 13 |
| Foreign Language Placement Policy | 13 |
| Grade Point Average | 14 |
| Grade Reporting/Credit Determination | 14 |
| Graduation | 14 |
| Internships | 15 |
| Minimum Course Load..... | 15 |
| Off Campus PE..... | 15 |
| Pre-approved Courses for Credit Recovery | 15 |
| Promotion and Retention Policy..... | 15 |
| Special Populations..... | 16 |
| STAAR/EOC Exams | 16 |
| Valedictorian and Salutatorian | 17 |
| UPLIFT NORTH HILLS GRADUATION REQUIREMENTS | 18 |
| COURSE DESCRIPTIONS FOR MIDDLE SCHOOL AND UPPER SCHOOL | 20 |
| Academic Electives | 20 |
| Fine Arts | 21 |
| Foreign Language..... | 26 |
| Language Arts/English | 33 |
| Mathematics..... | 37 |
| Physical Education/Health..... | 41 |
| Science..... | 42 |
| Social Studies | 47 |
| Technology Education | 51 |
| ACADEMIC HONESTY POLICY | 55 |

HISTORY AND INTRODUCTION

The North Hills School was founded in 1996 by a group of dedicated parents and community members as a nonprofit institution to meet the educational needs of the diverse community seeking an academically challenging education in an enriched environment. To further identify the vision of North Hills and our affiliation with the Uplift Education network of charter schools, the school name became Uplift North Hills Preparatory in the 2012 – 2013 school year.

PHILOSOPHY

We are a school that is dedicated to providing a quality education by continually maintaining and raising our high expectations, for both scholars and staff. Our vision is to provide an excellent education that is intellectually challenging, personally meaningful, and international in its approach to people, as well as to the transmission of knowledge, values and skills. An Uplift North Hills scholar is encouraged to become a lifelong learner and responsible member of a diverse world community. We believe scholars should be educated in a supportive atmosphere that encourages understanding and appreciation of their own and others' customs, beliefs, and cultures. This philosophy is applied in the curriculum and in co-curricular activities, a program of service to the community, and in the example of how scholars are treated and are expected to treat others.

CURRICULUM OVERVIEW

The philosophy and mission of Uplift North Hills Preparatory have, from its founding, necessitated development of a comprehensive and challenging curriculum sensitive to the history and cultures of countries around the world. The resulting academic program draws on elements of many systems of education and serves scholars at every grade level. Our school is an International Baccalaureate continuum school with an authorized Primary Years Program (PYP), Middle Years Program (MYP), as well as a Diploma Program (DP). The scope of the history, geography, language, and literature programs enables scholars to recognize the relationships among events, movements, and thought from different areas and ages. The math Program and extensive science requirements provide the foundation essential to understanding the technical and scientific advances and challenges of a rapidly changing world.

The Primary School Program covers scholars enrolled in Grades K-5. It provides an inquiry-based foundation for curriculum content, based on a synthesis of the best research and practice from a range of national and international educational systems. The aim is to provide scholars with an interdisciplinary curriculum that is relevant, challenging, and engaging for learners with an emphasis on developing a true appreciation for the international nature of their world.

The Middle School Program is designed for scholars in Grades 6-8. The Program offers an approach to teaching and learning that embraces, yet transcends, the focus on traditional school subjects. While requiring thorough study of the various disciplines, the Middle School Program emphasizes the interconnectedness between disciplines, advancing a holistic view of knowledge.

The Upper School Program allows scholars in Grades 9-12 to follow a prescribed curriculum emphasizing analytical skills, critical thinking, and reflection. In all subject areas, scholars develop their ability to apply what they know and to support their ideas through solid reading, speaking and writing skills.



INTERNATIONAL BACCALAUREATE ORGANIZATION

The International Baccalaureate Organization (IBO) is an independent, nonprofit educational foundation based in Geneva, Switzerland. It offers to schools three Programs: the Diploma Program (DP) in the final two years of high school, the Middle Years Program (MYP) for scholars ages 11 to 16 and the Primary Years Program (PYP) for scholars ages 3 to 12. Please visit the IBO website at www.ibo.org for more information about the organization and its Programs. Uplift North Hills Preparatory is one of only 36 IB Continuum Schools in the United States offering the PYP, MYP and DP.

IB Primary Years Program (PYP)

Uplift North Hills Preparatory was authorized to offer the IB Primary Years Program (PYP) in 2008. The Primary Years Program (PYP) provides an educational framework based upon what is currently known about how young children learn. It draws on the best practices in elementary school instruction.

The PYP requires all teachers in Grades K-5 to plan units of inquiry and execute lessons around six organizing themes established by IBO. The collaboration facilitates a carefully thought-out and sequential development of skills, knowledge and attitudes, while the organizing themes provide both scholars and teachers a rich and inviting learning environment in which they can explore.

In the PYP, scholars are taught to understand that learning is about asking questions and looking for answers, which in turn may generate new, and perhaps more complex questions in need of answers. As teachers work with scholars through this Program of guided inquiry, they also help scholars understand their relationship and responsibility towards what they are learning. In the PYP, character building shares a prominent place alongside learning. The PYP serves as an excellent introduction to the Middle Years Program (MYP), but it is not a prerequisite for this or for the Diploma Program (DP).

IB Middle Years Program (MYP)

Uplift North Hills Preparatory was authorized to offer the IB Middle Years Program (MYP) in 2010. MYP in grades 6-10 links the IB Primary Years Program (K-5) and the Diploma Program (11-12). The Program requires mastery of eight domains of learning - English, Humanities, Science, Math, World Language, Physical Education, Technology, and the Arts. The belief that drives the MYP through every level is that all scholars can be taught to be independent problem-solvers with strong study skills. The goal of the Program is to create international minded citizens who exhibit the IB learner profile attributes. MYP fundamental concepts are communication, holistic learning and intercultural awareness.

While there are no external examinations administered in the MYP, teachers use published IB objectives and assessment criteria to evaluate scholar learning and performance. Teachers assess learning through holistic and contextual experiences. Personal Project is a culminating assessment required of every year 5 (10th grade) scholar for the successful completion of the Program. Through personal project, scholars are given an opportunity to exhibit flair and knowledge in a subject area of their own choice.

The MYP requires planning time in teams as well as the departments. Teacher teams meet as per the professional development schedule to examine and plan the curriculum horizontally as well as vertically so that each MYP subject supports the others to provide scholars with a holistic experience of curriculum and assessment.

IB Diploma Program (DP)

Uplift North Hills Preparatory was authorized to offer the IB Diploma Program (DP) in 2004. The IB Diploma Program is an internationally recognized Program of studies which is available to our 11th and 12th grade scholars. This Program is designed for highly motivated scholars who pursue the rigorous curriculum established by the International Baccalaureate Organization (IBO). The IB Diploma Program requirements include course work in six (6) areas of study, completion of 150 hours of CAS (Creativity, Activity, Service), a 4,000 word extended essay and the Theory of Knowledge courses. Receipt of the IB Diploma is based upon scores on IB exams taken by Diploma Candidates at the end of their coursework. In addition to counting towards the IB Diploma, high scores on IB exams are widely accepted for college credit.

The IB Diploma Program offers the areas of study at the Standard Level (SL), or the Higher Level (HL). Though SL courses are less rigorous than HL courses, both SL and HL courses constitute a challenging, advanced curriculum. Most IB courses at North Hills, both SL and HL, constitute a two (2) year course of study.

1. Language A1: Language and Literature HL and Literature HL
2. Language B: Spanish HL/SL, ab initio SL or French HL/SL, ab initio SL
3. Individuals and Societies: History of the Americas HL and Economics HL (ending in 2020)
4. Experimental Sciences: Biology HL/SL, Physics SL, Environmental Systems SL
5. Mathematics - Math Studies SL or Mathematics HL/SL (ending in 2020); Mathematics: Application and Interpretation SL or Mathematics: Analysis and Approaches SL/HL (beginning 2021)
6. Electives - Visual Arts HL/SL or Theatre Arts HL/SL. A second course from one of the other groups may be substituted for an elective.
7. Theory of Knowledge (TOK)

The Core

As an IB Continuum school, NHP is dedicated to providing an effective college preparatory environment for our scholars with real-world studies, observations and practices to assist scholars in transitioning to the next collegiate level. The Core is an integral part of their experience. All juniors and seniors, regardless of their decision to pursue the full IB Diploma Program (DP) or to mix on-level, AP or IB classes (Course), are required to complete the Core.

This consists of: Theory of Knowledge (ToK) class/The Extended Essay/The CAS (Creativity/Action/Service) program

THEORY OF KNOWLEDGE (ToK)

At UNHP, ToK serves two purposes. It is a requirement for the IB Diploma Program but also serves as the Humanities class for those not seeking the IB Diploma. Similar to an epistemology class, ToK encourages scholars to question “How do I know what I know?” and engages them in reflective, globally critical thinking.

THE EXTENDED ESSAY

The Extended Essay (EE) is a 4,000 word, collegiate level, argumentative research paper. One of the common concerns voiced by college professors today is that their freshmen do not have adequate research or writing skills. The EE gives our scholars the opportunity to hone these skills while still under our tutelage. The process begins in a scholar's junior spring semester and ends in their senior fall semester

providing ample time to determine a subject, research question, bibliography, outline, first draft and final draft. Each scholar is provided with and EE Advisor to assist them in their journey.

CREATIVITY/ACTIVITY/SERVICE PROGRAM (CAS)

The CAS program is designed to guide scholars in the discovery of not only how they impact the world around them but how they, in turn, are impacted by the world. It is a personal, individual program designed by each scholar for his/her own interests that supports real-world experience and involvement.

These three pursuits are specifically designed to provide UNHP scholars an opportunity to connect their academic studies to authentic, real-world experiential learning and to promote an international-mindedness in their everyday encounters.

For more information about the NHP IB Diploma Program, please visit our school website at www.northhillsprep.org and IB information can be found under “Scholars” → “Student Resources”.



The IB Learner Profile

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

North Hills Preparatory learners strive to be:

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|----------------------------------|---|
| Inquirers | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. |
| Knowledgeable | They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. |
| Thinkers | They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. |
| Communicators | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. |
| Principled | They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. |
| Open-minded | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. |
| Caring | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference in the lives of others and in the environment. |
| Risk-takers or Courageous | They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. |
| Balanced | They understand the importance of intellectual, physical and emotional balance in order to achieve personal well-being for themselves and others. |
| Reflective | They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. |

PROGRAM DESCRIPTION

Middle School (MS) Program

The Middle School Program spans the three (3) years of Middle School, Grades 6, 7 and 8. The educational approach embraces the core school disciplines including: Language Arts, Mathematics, Science, Foreign Language and Social Studies and enhances the interrelationship between all of the courses. The Middle School Program provides discipline, challenging standards and broad-based skills that encourage each scholar's individual growth towards self-reliance and responsible participation in society.

Eight (8) academic subject areas are required throughout the Program: Language Arts, Foreign Language (French and Spanish), Social Studies (History and Geography), Science, Mathematics, Electives, the Arts (Band, Choir, Drama, Visual Art) and Physical Education.

The course content in the Middle School Program continues the pattern established in the Primary School Program of approaching subjects from a world perspective. In social studies, scholars undertake a chronological study of world cultures of the present day and examine the historical developments that shaped societies into their present form as well as a coordinated Program in geography. Language and literature classes in Language Arts focus on refining knowledge of grammar, vocabulary and writing skills. Scholars read widely from a body of world literature, paying attention to writing styles and literary themes. Through French or Spanish classes, scholars develop reading, writing, speaking and listening skills, as well as a study of the cultures in which the language is spoken. In mathematics, scholars in grades 6 and 7 take an integrated course to lay the foundations for algebra and geometry, which they take in grades 8, 9 or 10. Science, similarly, is taught as an integrated course in grades 6, 7 and 8 with a strong emphasis on practical laboratory demonstration. Information Technology is taught as a distinct subject, but the use of technology spans all disciplines. All scholars must have choir, art, band or theatre, in addition to physical education throughout the academic year. Middle school scholars are encouraged to participate in extracurricular activities, such as volleyball, cheerleading, soccer, chess, basketball and golf. The Program is designed to foster independence and responsibility as well as to encourage creativity, cooperation and compassion.

Upper School (US) Program

The Upper School Program is unique. Our school strives to be one of the finest college preparatory schools in the region. In addition to Advanced Placement courses, North Hills Preparatory also offers the IB Diploma Program. Scholars who choose this rigorous course of study fulfill the Texas graduation requirements, as well as the IB diploma requirements. Scholars in Grades 9 and 10 follow the prescribed IB Middle Years Program (Years 4 & 5) with a curriculum emphasizing analytical and critical thinking. In all subject areas they develop their ability to apply what they know and to support their ideas through speaking and writing. The broad scope of our program's required courses ensures that all scholars participate in a college preparatory academic curriculum. Their individual course selections and electives emphasize the areas of greatest strength and interest to them. Additionally, after-school activities, such as athletics, clubs, and competitions complement the academic program.

All 9th grade scholars take English I; French or Spanish; a math course, Biology, World Geography, Professional Communications and Physical Education which emphasizes personal fitness and fundamentals of team sports and a fine arts course from Music (Band or Choir), Art or Drama. 10th grade scholars begin to make choices which enable them to focus more on areas of particular interest or strength. They continue with English II and further study in their chosen foreign language, a math course, Chemistry, World History, a fine arts course; and a semester of Physical Education. They will also choose a Technology course.

Scholars in the 11th grade take English III, U.S. History, a semester each of American Government and Theory of Knowledge, Physics, a Math course, foreign language and any electives they need. Scholars may choose to take more than 1 Science course or Math course as an elective provided they passed both semesters of Math/Science in Grade 10. Scholars in the 12th grade take English IV, 20th Century Topics, a semester each of Economics and Theory of Knowledge, a fourth science credit and any electives needed to complete the required 29 credit graduation minimum. Scholars may choose to take more than 1 Science course or Math course as an elective provided they passed both semesters of Math/Science in Grade 11.

GENERAL SCHOLAR INFORMATION

Academic Support

Tutorials are available to scholars who experience academic difficulty. All teachers offer a minimum of 1 hour of tutorials per week. Scholars who receive failing or near-failing grades will be assigned to appropriate tutorials in an effort to help them improve their work and achievement success. The attendance at such sessions will be required.

Acceleration

The MYP and DP programs at the Middle and Upper School level are based on a balanced curriculum each year of the programme. Required subjects are studied simultaneously and inter-disciplinary teaching and learning between subjects promotes higher level thinking in scholars. Therefore, scholars will not be accelerated into courses past the most advanced level of study for their grade level as outlined on the graduation plan.

Added Value

Scholars earn added value Quality Points in Honors/ Pre-AP, Concurrent Enrollment, AP, and IB courses for Grades 9-12. Quality Points applies to semester GPA points for GPA calculations. Honors, Pre-AP, and Concurrent Enrollment courses receive an extra 0.5 points to the GPA while AP and IB courses receive an extra 1.0 points. Scholars transferring to Uplift North Hills Preparatory with credit for honors or advanced classes from other high schools shall receive quality points for those classes only if a comparable honors or advanced course was available to scholars at Uplift North Hills Preparatory at the same time the transferring scholar earned the honors or advanced course credit.

With respect to the college application process, the IB Diploma Programme (DP) is the most rigorous program of study offered at UNHP. All full candidate DP scholars will be coded as taking the most rigorous program of study at UNHP. A non-DP scholar will be coded according to his/her individual academic plan. However, a non-DP scholars taking 12 advanced courses (AP and/or IB) in grades 11 and 12 will be coded for college purposes as taking the most rigorous course of study at UNHP.

Adding or Dropping a Course

Scholars may add or drop courses during the first three weeks of school under the following circumstances:

- The scholar wishes to exit the IB Diploma Programme; or
- The scholar was mistakenly placed in the wrong course.

Any course changes must be approved by the academic counselor. All schedule changes involving DP courses must be approved by the IB Diploma Program Coordinator. These initial changes will not be recorded on the scholar's transcript. No course may be added or dropped after the fourth full week of school without a conference involving the teacher, counselor, parent, and scholar. Dropping or adding a course after the sixth full week of school requires both a parent conference and the approval of the Upper School Director. Additionally, if a scholar drops a course after the sixth full week of school, it will affect the scholar's eligibility to compete in extracurricular activities. Scholars and parents are urged to carefully consider the courses in which they enroll and make decisions about adding or dropping a course prior to the end of the fourth week of the school year. Leveling changes (i.e. moving from an honors course to an on-level course) are not considered adding or dropping a course and will be accepted through the eighth full week of school with teacher and counselor approval.

Advanced Placement (AP) and Diploma Program (DP) Courses

AP and DP courses are rigorous academic curricula sponsored by the College Board and International Baccalaureate organizations respectively, both offering standardized advanced courses to high school scholars. These courses are generally recognized to be equivalent to undergraduate courses in college. Various colleges may grant credit to scholars who qualify and obtain high enough scores on the AP and DP exams given in May of each year. These exams are offered on campus for a set fee per each test; however, this fee can be reduced or waived in cases of extreme financial need. Fees for scholars who qualify for free or reduced lunch will be considerably less.

Only 11th and 12th grade scholars may enroll in DP courses. Full Diploma Candidates must enroll in three (3) Higher Level (HL) DP courses and three (3) Standard Level (SL) DP course. In rare cases, scholars may enroll in four (4) HL DP courses with DP Coordinator approval. Scholars in a comparable DP course can also sit for a related AP exam at UNHP. For example, a scholar enrolled in IB English III may take the AP English Language and

Composition exam. Contact the AP/DP Dean of Instruction for more information on AP and DP testing. Scholars who are enrolled in an AP or DP course are required to sit for the AP or DP exam. If a scholar chooses not to sit for the AP or DP exam, he/she will be placed in an on-level course for the remainder of the year. Also, the scholar will not receive any quality points for that course added to their GPA. All AP and IB exam registration will occur during the Fall semester of each year to insure scholar commitment to complete the expectations of the course.

AP and DP scores are released after the first week of July. AP scores can be obtained on the AP Student section of the College Board website and DP scores are similarly available on the candidates section of the IBO website. Senior scholars taking AP or DP exams should have already requested their scores to be sent to a college or university prior to the May examination session. If a scholar did not have their AP scores sent to their college at the time of AP Exam Registration, they can have their AP scores sent for a fee to the college or university of their choice using the AP Student section of the College Board website. For scholars who took DP exams, the school will automatically request that DP scores be sent to the college or university designated prior to their first day of college. Any additional AP or DP score transcripts can always be requested by the scholar through College Board or IBO for an additional fee.

Class Rank Policy

Rank will be calculated at the end of the first semester of the 9th grade and will be based on weighted GPA. The following courses are not included in the GPA:

- Pass/Fail courses. Without a numeric grade, no GPA points can be awarded.
- High school credits earned in middle school do not count towards the class ranking or GPA.
- Local credits earned do not count towards class ranking or GPA.
- Credit by exam courses do not count toward class ranking or GPA. Credit by exam is offered only upon approval by the Director.
- Summer school courses and PLATO courses that are NOT on the Uplift approved course list will not count towards class ranking, or GPA. These courses can only count towards class ranking and GPA if the scholar previously failed the course during the school year; both courses will appear on the transcript and count towards class ranking.

Rank will be communicated to scholars and their families who are in the top 25% at the end of freshman year and at the end of every semester that follows. For those scholars below the top 25%, scholars and their families will be told what quartile they are in. The rank field on transcripts will read DNR (Do Not Rank). Rank will only be communicated in the college and scholarship process when necessary for automatic acceptance or scholarship selection. Communication of rank will be included on the Counselor Recommendation Letter or in the form of a standardized letter/report such as the common application secondary school report, mid-year report, and final year report. For scholars in the top 25%, counselors will note scholar as Valedictorian, Salutatorian, “Top 10%” or “Top 25%”. For the University of Texas at Austin and Texas A&M University at College Station, we will adhere to their admissions requirements and communicate rank accordingly for those scholars meeting automatic admission requirements. Communication on individual campus profiles will communicate the following: rank policy, grade distribution for current seniors based on sixth semester grades, and weighting methodology.

Class Schedule

Upper and Middle School classes meet on an A/B block schedule allowing scholars to take up to eight classes in a 2 day rotation. A “zero hour” (7:00-7:50) will be created if conflicts within the regular schedule do not allow for these courses to be offered during the regular 8 class rotation. Zero hour classes meet daily in order to meet the required minimum hours of instruction. Zero hour classes are not used for scholars in Middle School.

Community Service

In Middle School, community service is integrated into the Middle Years Program. In Upper School, scholars are required to document 50 hours of community service before the end of their sophomore year. Scholars are encouraged to complete 25 hours per year. Scholars entering UNHP after their freshman year are still required to complete the 50 hours of community service. During the 11th and 12th grade years, all scholars are required to complete 150 hours for the Creativity, Activity, and Service (CAS) program focusing on how to become a better global citizen through careful consideration and reflection of their activities outside of the classroom. Scholars may participate in a variety of activities and services. Each scholar's activities are self-recorded and submitted to the Community Service Coordinator for approval.

Correspondence Courses and Summer School

Correspondence courses for **advancement** will only be allowed for the following:

- Qualifying scholars who would like to take Geometry the summer between the 8th and 9th grades to be on track to take Algebra II in the 9th grade and Pre-Calculus (Honors) in the 10th grade (our highest course of math study for these grade levels). To qualify for this advancement, a scholar must score in the 97th percentile on the Math section of the 8th Grade Spring MAP exam.
- 9th grade scholars with no MS math credits who would like to pursue the full IB Diploma in grade 11 may take Geometry the summer between the 9th and 10th grades to be on track to take Algebra II in the 10th grade and DP Mathematics Application and Interpretations in 11th grade.

The Geometry course for acceleration must be completed through Texas Tech K-16 Online Learning. The US Dean of Instruction will contact the parents of scholars who qualify for these advancements by May 31. Proof of completion must be provided to US Counselors by July 31.

Other correspondence and summer school courses may only be taken for credit **if the scholar failed the course**. If a scholar fails a course during the academic year, they are required to attend summer school the following summer (pending course offering). Scholars may take no more than four semester courses during summer school. All credits must be recovered by the end of the summer school session. Proof of completion must be provided by July 31. If a scholar who fails both semesters of a course during the school year only recovers Semester I during Summer School, they will be required to audit Semester I of the course during the following school year before enrolling in Semester II for credit recovery.

Scholars who are taking credit recovery classes can take courses from the following programs (subject to approval):

- PLATO Credit Recovery online
- UT K-16 Online Learning (full course or credit by exam)
- Texas Tech K-16 Online Learning
- Uplift Summer School Courses
- Dual Credit course through Dallas County or Tarrant County Community Colleges can only be used as credit recovery for elective courses, Government and Economics

Scholars who fail a course pre-approved for credit recovery (see “Pre-approved Courses for Credit Recovery” below) with a score of 60 or below have the option of beginning credit recovery in January through the campus Summer School Now program. Details of the program will be communicated to eligible scholars and their parents in January. If a scholar who recovers Semester I credit for a course via the Summer School Now program also fails Semester II of the course, they will be required to recover Semester II credit for the course during Summer School as per our credit policy.

Counseling Services and Scholar Support

Counseling services at North Hills Preparatory are designed to help scholars become aware of their abilities, aptitudes, and interests through individual conferences, standardized testing and group meetings. At the Middle School and Upper School levels, guidance, social, and academic counseling is available to help the scholars and parents resolve issues affecting the social and academic development of the scholar. Academic counseling is available for our scholars and parents to discuss graduation requirements, course of study, college entrance requirements, college planning, or other issues that may affect the scholar’s academic status at UNHP.

Courses Repeated (Audit)

A scholar may repeat a class at the recommendation of the Upper School Director under extenuating circumstances. However, the scholar will not receive credit for any course taken a second time. This course will be printed on the official transcript as an “audit” course.

Credit Policy

During the academic school year, a scholar will receive full credit for a yearlong course if the combined average of both semesters is 70 or higher (*also subject to attendance guidelines*). If a scholar repeats a course due to a previous failure, the grades recorded in the original course as well as in the repeated course are used in calculating the scholar’s cumulative GPA. *Courses with a passing grade may not be repeated for credit*. All credit recovery attempts must first be approved by the campus director.

- If a scholar fails a course for the year, they must obtain a 70 or higher for each semester failed to receive full credit.
- If they fail both semesters, they must repeat both semesters to receive credit.
- If they fail one semester, they must repeat the semester failed to receive credit.

Uplift accepts credits from other schools accredited by the state of Texas. Credits will be evaluated in terms of (1) whether the credits meet Texas State requirements for graduation and (2) whether the credits meet Uplift requirements.

- **Accredited Schools:** All transfer grades earned in accredited schools will be converted to the Uplift grading scale and designated so that they are consistent with those established by Uplift Education.
- **Non Accredited Schools:** Scholars from non-accredited schools or from home schooling programs must take a credit-by-exam (CBE) test approved by Uplift Education in order to receive credit for work completed. The scholar and/or the scholar's family will pay any applicable fees for these exams. Scholars must achieve a CBE score acceptable by Uplift standards in order to receive credit.

Scholars who experience unforeseen circumstance that prevent them from completing course requirements during the time provided may request an extension, in which case a temporary Incomplete (I) will be awarded for a grading period in lieu of a numeric grade. Awarding an Incomplete requires pre-approval from campus leadership. Specific criteria and deadlines for making up assignments and assessments will be determined by course instructor and campus leadership. The incomplete will be replaced with a final numeric grade once all requirements are met. Failure to adhere to the guidelines set by campus leadership will result in potential failure of the course and need for recovery of the credit during summer school or the following academic school year.

Dual Credit

Dual Credit is only available to scholars (16 years or older) who have completed their sophomore year and are presently a junior or senior at Uplift North Hills. Dual Credit is credit that is awarded to a scholar toward high school and college credit, simultaneously. Uplift North Hills Preparatory has Dual Credit Agreements with North Lake and Brookhaven Colleges. These agreements allow scholars to take US Government and Economics as concurrent enrollment tuition-free. However, scholars are responsible for all fees, textbooks, and their own transportation to and from the college.

To take a Dual Credit course, the following criteria must be met:

- The course must be pre-approved by the academic counselor. At this time, the only approved courses are US Government and Economics.
- Grades from courses taken for Dual Credit will be listed on the UNHP transcript as follows:
 - a. A – 95
 - b. B – 85
 - c. C – 75
 - d. D – 70
- Dual Credit courses will receive an extra 0.5 points to the GPA.
- A semester course will receive a half credit.
- The scholar assumes all responsibility for requesting the official transcripts from the college where the Dual Credit course is completed.
- The scholar may not miss required school time in order to complete a Dual Credit class whether during the summer or regular school year.

Foreign Language Placement

Scholars will not be given Foreign Language placement tests to advance into language courses higher than the course considered the standard level of study for their grade level. Scholars transferring to Uplift North Hills Preparatory with previous experience in a language but no credits earned may be given a placement test to advance to the course that is the standard level of study for their grade level. A score of 90% or higher on the placement test is required to award credit and will be reported on the scholar's transcript, but not calculated into the GPA.

The following courses are considered the standard course of study for each grade level:

| | |
|----------|-------------------|
| Grade 6 | French/Spanish 1A |
| Grade 7 | French/Spanish 1B |
| Grade 8 | French/Spanish 2A |
| Grade 9 | French/Spanish 2B |
| Grade 10 | French/Spanish 3 |
| Grade 11 | French/Spanish 4 |

For example, if a native Spanish speaker were to transfer to UNHP in Grade 9 with no previous Spanish credits, this scholar would be eligible to take a placement test to enter Spanish 2B, the standard language course for Grade 9.

Scholars must learn the same Language B in each year of the MYP (Grades 6 – 10) and must take 3 years of the same language in high school. Therefore, scholars may add the study of an additional language in Grade 11, but may not switch languages after their initial choice of French or Spanish. An exception may be considered at the middle school level based on the students’ proficiency in the current language of study.

Grade Point Average

All semester course grades earned at North Hills are included in Grade Point Average (GPA). GPA is determined on the basis of semester grades earned in grades 9 through 12. The official GPA will be reported at the end of a scholar’s 11th grade year.

The grading system is as follows:

| | <u>On 100 Scale</u> | <u>On 4.0 Scale</u> |
|----|----------------------------|----------------------------|
| A+ | 100 – 97 | 4.0 |
| A | 96 – 93 | 4.0 |
| A- | 92 – 90 | 3.7 |
| B+ | 89 – 87 | 3.3 |
| B | 86 – 83 | 3.0 |
| B- | 82 – 80 | 2.7 |
| C+ | 79 – 77 | 2.3 |
| C | 76 – 73 | 2.0 |
| C- | 72 – 70 | 1.7 |
| F | 69 and below | 0.0 |

Scholar’s transcripts will show both the unweighted GPA on a 4.0 scale and the weighted GPA on a 5.0 scale. The unweighted GPA is the sum of the unweighted grade points on a 4.0 scale divided by the total number of semester courses. Weightings are based on the following scale:

| | |
|---------------------------------------|-----|
| Advanced Placement/IB Diploma Program | 1 |
| Dual Credit/Pre-AP/Honors | 0.5 |
| All other courses | 0 |

To calculate the weighted GPA, the semester grade in each course is added to the course weight. All weighted courses are totaled and divided by the total number of courses to get the weighted GPA. For example, a scholar earns a grade of 4.0 in an AP English Language class for the fall semester. Since this course is an AP level course, the scholar earns an additional point. Therefore, the scholar weighted GPA is 5.0 for the semester class.

Grade Reporting/Credit Determination

Eligible courses for the computation of rank are limited to courses taken on the North Hills Preparatory campus for state credit awarded in grades 9 – 12. Other approved correspondence courses will receive a Pass/Fail determination and will not be factored into GPA calculations. Grades from approved Concurrent Enrollment courses will be factored into GPA calculations.

Graduation

Uplift North Hills Preparatory seniors who have satisfied all graduation requirements are eligible for participation in Graduation Ceremonies. Fifth-year scholars who have completed all graduation requirements by the end of the first semester need not be enrolled for the second semester. Scholars who experience unforeseen circumstances of

an emergency nature may appeal to the Campus Director for permission to participate in graduation exercises. To protect the integrity of the academic record, scholars' legal names as maintained in PowerSchool will be the name that appears on scholars' diploma and in the commencement program. First and last names may be altered or changed with legal documentation such as a birth certificate, court order, Certificate of Naturalization, Permanent Resident Card, or passport. The middle name may be changed to a middle initial (i.e. change "John" to "J.") without legal documentation.

Internships

Upper School scholars have the opportunity to learn about career options during the summer months. A scholar may complete a summer internship of 80 hours following the sophomore and junior years. Upon completion of the internship, the scholar will receive a local credit (1.0) for the internship when the Registrar receives documentation from the employer outlining the scholar's job responsibilities and hours performed.

Minimum Course Load

Scholars in Grades 6 through 9 must take eight (8) courses each semester. Scholars in Grade 10 take a minimum of seven (7) courses each semester, while scholars in Grades 11 and 12 take six (6) courses. The recommended maximum course load for each year is eight (8) classes. The school reserves the right to limit a scholar's course load, when appropriate. All scholars, except those taking three (3) advanced courses or scholars with special needs, must take at least six (6) academic subjects per semester. The academic counselor and Upper School Director must approve any deviation from these requirements

Off Campus PE

Uplift North Hills Preparatory has discontinued our Off Campus PE program and will not offer off campus PE beginning with the 2014 – 2015 school year.

Pre-approved Courses for Credit Recovery

Below is a list of the Uplift summer school and PLATO courses that are pre-approved by Uplift Education for credit recovery. Courses with an asterisk next to them can also be taken for enrichment purposes by a scholar in Grade 11 or 12 who transfers into UNHP without these credits. If the scholar chooses to take a pre-approved enrichment course, the course will count towards graduation credit but not GPA and class ranking:

| | | | | |
|------------------------------|--------------------|----------------|------------------|-----------------------|
| <u>English</u> | <u>Mathematics</u> | <u>Science</u> | <u>Arts</u> | <u>Social Studies</u> |
| English I | Algebra I | Biology | Fine Arts* | World Geography |
| English II | Algebra II | Chemistry | Music* | World History |
| English III | Geometry | Physics | Theater* | US Government |
| English IV | Pre-Calculus | | | Economics |
| | | | | US History |
| | | | | Psychology |
| <u>Languages⁺</u> | <u>Technology</u> | <u>PE</u> | <u>Electives</u> | |
| Spanish III | Tech Apps* | PE* | Speech* | |
| French III | | | Health* | |

+ Must be terminal language course

Promotion and Retention Policy

Middle School scholars, who fail one (1) or two (2) core courses will only be allowed to move to the next grade level if the scholar has attended an approved summer school program and satisfactorily completed the coursework.

Upper School scholars who fail a course must repeat that course in order to receive credit. High school scholars are promoted/retained according to (1) semesters completed, (2) completion of state assessment requirements and (3) the number of state credits earned in grades 9-12. Classification (or grade placement) is based on the following:

Grade 10 (Sophomore)

- Received a passing score on at least two of the following EOC exams: Algebra I, Biology I, and English I EOC exams.
- Earned 5 or more credits (must include 1 credit in each of the following: Math, Science, ELA and Humanities).

Grade 11 (Junior)

- Received a passing score on each of the following EOC exams: Algebra I, Biology I, and English I EOC exams.
- Earned 13 or more credits (must include 2 credits in each of the following: Math, Science, ELA and Humanities).

Grade 12 (Senior)

- Received a passing score on the following EOC exams: Algebra I, Biology I, English I and English II.
- Earned 21 or more credits (must include 3 credits in each of the following: Math, Science, ELA and Humanities).
- Scholars are not allowed to take the next level course in a core subject area if they do not receive credit for the previous level. Any exceptions for DP completion must be approved by the US Director.

Scholars must follow appropriate course sequence for ELA, Math and LOTE

- ELA Sequence: English I, English II, IB English III, IB English IV.
- Math Sequence: Algebra I, Geometry, Algebra II, Pre-Calculus, Advance Math Course.
- LOTE Sequence: French/Spanish I, Spanish II, Spanish III, Spanish IV IB, and Spanish V IB.

EOCs are given in May, retakes occur during July and December. Classification is established at the beginning of each school year. Scholars transferring from a school that does not require state testing must attend summer school for the EOC prep at the High School Director’s recommendation.

Special Populations

Uplift North Hills Preparatory is equipped to serve the needs of scholars regardless of their learning style, disability or learning difficulty. The following services are offered to eligible scholars: Special Education, 504 and English as a Second Language (ESL). For eligible scholars, modifications and accommodations to the standard courses of study may be offered. For more information regarding these services, please make an appointment with an Academic Counselor to discuss eligibility requirements.

STAAR End of Course Exams

Scholars will take STAAR and STAAR End of Course (EOC) Assessments in accordance with state law.

In Middle School, the following STAAR tests are required:

- Grade 6 Mathematics and Reading
- Grade 7 Mathematics, Reading, and Writing
- Grade 8 Mathematics, Reading, Science, and Social Studies

All high school scholars must score “Approaches Grade Level” or higher on the following EOC Assessments in order to graduate from Uplift North Hills Preparatory:

- English I
- English II
- Algebra I
- Biology
- US History

The labels for the performance categories are:

- Did Not Meet Grade Level
- Approaches Grade Level
- Meets Grade Level
- Masters Grade Level

Successful performance on EOC Assessments (earning “Approaches Grade Level” or higher) is required for graduation. Scholars who earn a score designated as “Did Not Meet Grade Level” on an EOC (Algebra 1, English 1, Biology, English 2, US History) must receive remediation in the subject(s) for which they earned this performance

level. They may attend a remediation session for two weeks in the summer on the UNHP campus (offered at no charge) **OR** provide documentation that they received 30 hours of remediation from an approved provider. Approved providers include Kaplan, Kumon, Ottimo, Sylvan, Mathnasium, or Victory Step Test Prep.

Valedictorian and Salutatorian

Graduating seniors with the highest and second highest cumulative weighted grade point average as determined at the end of the 3rd quarter grading period of the senior year and carried out three decimal places will be eligible to serve as the valedictorian and salutatorian respectively. In the event of a tie for valedictorian, the scholars will share the honor and no salutatorian will be designated. All courses and corresponding numeric grades earned to determine GPA must not be modified in content and must be identified by the state as a regular, honors, pre-AP, AP, and/or IB course in order to qualify for valedictorian and salutatorian. Valedictorian and salutatorian eligibility requires attendance at Uplift North Hills Preparatory for six consecutive semesters preceding graduation. Further, a scholar who is in violation of school code, honor code, or have criminal charges may be deemed ineligible to represent Uplift North Hills Preparatory as the valedictorian or salutatorian.

NORTH HILLS GRADUATION REQUIREMENTS

- Minimum Requirements which fulfill the State of Texas requirements for the Recommended High School Program (AP and IB versions of courses may be substituted for minimum graduation requirements)
- Passed all STAAR EOC requirements or be eligible for approval through the Individual Graduation Committee (please refer to the Uplift Individual Graduation Committee Policy for details)
- 50 hours of documented and approved community service hours in grades 9 and 10
- 150 hours of CAS (Community – Activity – Service) in grades 11 and 12
- Accepted into a 2 or 4 year college/university

| | | |
|---------------------------|-----------|---|
| English | 4 | <ul style="list-style-type: none"> • English I • English II • English III • English IV |
| Math | 4 | <ul style="list-style-type: none"> • Algebra 1 • Geometry • Algebra 2 • Math course with the prerequisites of the above 3 courses |
| Social Studies | 5 | <ul style="list-style-type: none"> • World Geography • World History • United States History • American Government (½ credit) • Economics (½ credit) • 20th Century Topics |
| Science | 4 | <ul style="list-style-type: none"> • Biology • Chemistry • Physics • One (1) additional science (AP Biology, AP Chemistry, Environmental Systems, Anatomy and Physiology, Forensic Science) |
| Fine Arts | 2 | <ul style="list-style-type: none"> • Two (2) credits in the same discipline taken in grades 9-12 in Art, Band, Orchestra, Choir, or Theatre |
| Foreign Language | 3 | <ul style="list-style-type: none"> • Three (3) credits each of Spanish or French taken in grades 9-12. • Transfer scholars who have studied a different foreign language may receive credit towards this requirement for the upper school years not enrolled at NHP |
| Career and Technology | 1 | <ul style="list-style-type: none"> • Graphic Design, Computer Programming, Web Technology, or Principles of Audio-Visual Technology |
| Speech | 1 | <ul style="list-style-type: none"> • Professional Communications (1 credit) OR Professional Communications (½ credit) and Interpersonal Studies (½ credit) |
| Theory of Knowledge (TOK) | 1 | <ul style="list-style-type: none"> • TOK 11 taken in the Spring semester of the 11th grade year • TOK 12 taken in the Fall semester of the 12th grade year |
| Physical Education | 1.5 | <ul style="list-style-type: none"> • Foundations of Personal Fitness (1 credit) • Individual and Team Sports (½ credit) |
| Elective | 2.5 | <ul style="list-style-type: none"> • Extra credits in Core Subjects count towards elective requirements |
| TOTAL CREDITS | 29 | |

STATE OF TEXAS GRADUATION REQUIREMENTS
HOUSE BILL 5
Class of 2018+

During the 83rd Texas Legislature, House Bill 5 was signed into law, which establishes the opportunity to earn endorsements and performance acknowledgements for scholars in the Class of 2018 and beyond.

- **Endorsements:** All scholars who complete the UNHP graduation requirements will meet the requirements of the Foundation High School Program, will automatically qualify for the Multidisciplinary Studies endorsement and the Arts/Humanities endorsement, and will qualify for the distinguished level of achievement. Scholars may also qualify for the STEM endorsement if they 1) have a total of 5 credits in mathematics including Algebra I, Geometry, Algebra II, and two additional math courses for which Algebra II is a prerequisite; OR 2) have a total of 5 credits in science including Biology, Chemistry, Physics, and two additional science courses.
- **Performance Acknowledgements:** Performance acknowledgements require high performance beyond that expected of students in high school. Performance acknowledgements will be noted on the transcript. At Uplift North Hills Preparatory, the following performance acknowledgement can be earned:
 - Outstanding Performance on a College Board Advanced Placement test or International Baccalaureate examination by earning a score of 3, 4 or 5 on a College Board advanced placement examination OR earning a score of 5 or above on an International Baccalaureate examination for a higher-level course.
 - Outstanding Performance on the PSAT, the ACT-PLAN, the SAT or the ACT by:
 - Earning a score on PSAT/NMSQT as a commended scholar or higher;
 - Achieving the college readiness benchmark score on at least two of the four subject tests on the ACT
 - Earning a combined critical reading and mathematics score of at least 1250 on the SAT; or
 - Earning a composite score on the ACT exam of 28 (excluding the writing subscore).
 - Outstanding Performance in Bilingualism and Bilinguality by:
 - Completing all 4 English courses with a minimum average grade of 80 AND one of the following:
 - Earning 3 credits in French or Spanish with a minimum average grade of 80; OR
 - Demonstrated proficiency in French or Spanish by earning a score of 4 or higher on the HL Spanish or HL French exam
 - English Language Learners must meet all the above requirements and also have participated in and met the exit criteria for a bilingual or ESL program AND scored at the Advanced High level on the TELPAS.

COURSE DESCRIPTIONS FOR MIDDLE AND UPPER SCHOOL

A course not required for graduation will only be offered if fifteen (15) scholars sign up for the course. The course will be cancelled if fewer than twelve (12) scholars are enrolled after the first ten (10) days of school.

Academic Electives

Advanced Journalism 1—Yearbook

TEA #03230110

PS #LA2611S1

Grade Level: 10-12

Semesters: 2

Prerequisite: Writing Sample

Credit: 1

This course introduces scholars to the production of the school's yearbook. It involves planning and implementing an advertising and circulation campaign. Scholars develop their skills in editing and layout, photography and advertising. Scholars study effective feature writing, learn to crop and size photos, write and edit copy and produce effective graphic art. Scholars have the opportunity to edit and proofread copy, pages and entire yearbook issues. Scholars will become proficient in using InDesign CS2 software, as well as ImageIn. Scholars will practice journalistic writing in various forms, including editorials and features, as well as experience in editing and design opportunities. Scholars will apply their skills while covering events that reflect school and community life and will present their work in both the official North Hills newsletter and in the scholar created newsletters. Scholars will learn about the broadcasting branch of journalism and will have the experience to be in front of the camera which will help them to develop reporting and interviewing skills. There are high expectations of responsibility and self-motivation since the nature of this course lends itself to more structured freedom than scholars might find in other classes.

Advanced Journalism 2—Yearbook

TEA #03230120

PS #LA2621S1

Grade Level: 10-12

Semesters: 2

Prerequisite: Advanced Journalism 1

Credit: 1

This course introduces scholars to the production of the school's yearbook. It involves planning and implementing an advertising and circulation campaign. Scholars develop their skills in editing and layout, photography and advertising. Scholars study effective feature writing, learn to crop and size photos, write and edit copy and produce effective graphic art. Scholars have the opportunity to edit and proofread copy, pages and entire yearbook issues. Scholars will become proficient in using InDesign CS2 software, as well as ImageIn. Scholars will practice journalistic writing in various forms, including editorials and features, as well as experience in editing and design opportunities. Scholars will apply their skills while covering events that reflect school and community life and will present their work in both the official North Hills newsletter and in the scholar created newsletters. Scholars will learn about the broadcasting branch of journalism and will have the experience to be in front of the camera which will help them to develop reporting and interviewing skills. There are high expectations of responsibility and self-motivation since the nature of this course lends itself to more structured freedom than scholars might find in other classes.

Off Period

TEA # 85000OFY

PS #NC2000S1

Grade Level: 11-12

Semesters: 2

Prerequisite: Administration Approval

Credit: 0

An off period is a privilege. Scholars are required to sign out in the attendance office so that the attendance can be taken. If the scholar returns during the school day, the scholar must sign in. Privileges are revoked if North Hills' rules are not followed.

Office/Teacher Aide (TA)

TEA # 85000TAD

PS #LC2E00S1

Grade Level: 10-12

Semesters: 2

Prerequisite: Administration Approval

Credit: 1

An office/teacher aide serves as a yearlong commitment and allows the scholar to earn community service hours. This position must be approved by the teacher and the Upper School Director. Scholars are responsible for participating in various office tasks, such as filing, picking up attendance, making photocopies and other office duties. A scholar may only receive 1 local credit per year as an Office/Teacher Aid.

Study Hall

TEA # SR000003

PS #NC200002

Grade Level: 10-12

Semesters: 1

Prerequisite: Administration Approval

Credit: 0

The Study Hall option is for scholars who wish to utilize their time on campus for additional study. Scholars are required to sign-in and are required to use this time to complete their academic requirements. As with any other course, attendance is mandatory.

Fine Arts**Art MS I MYP**

TEA #03154110

PS #FA26A0K1

Grade Level: 6

Semesters: 2

Prerequisite: none

Credit: 0

Scholars will learn to illustrate themes from observation, experience, and traditional events. They will learn to analyze and form generalizations regarding the interdependence of art elements. Through this course, they will be able to identify and compare artworks of various artists and cultures. Their portfolio will reflect their critique of their personal artwork as well as famous works of art.

Art MS 2 MYP

TEA #03154210

PS #FA26B0K1

Grade Level: 7

Semesters: 2

Prerequisite: none

Credit: 0

Scholars will continue to learn to illustrate themes from observation, experience, and traditional events. They will learn to analyze and form generalizations regarding the interdependence of art elements. Through this course, they will be able to identify and compare artworks of various artists and cultures. Their portfolio will reflect their critique of their personal artwork as well as famous works of art.

Art MS 3 MYP

TEA #03154310

PS #FA26C0K1

Grade Level: 8

Semesters: 2

Prerequisite: none

Credit: 0

Scholars who have completed Art 6 and Art 7 may take Art I with teacher recommendation. Scholars will expand upon the visual base of Art 6 and Art 7. They will learn to define a variety of concepts that relates art elements and principles to school and community events. They will create and integrate themes, apply design skills to communicate, and select and interpret materials, tools and subjects. They will analyze the role that electronic media plays on art, as well as identify cultural ideas expressed in social, political and environmental formats. Scholars in this class will be required to purchase some personal art supplies.

MYP Art I MS

TEA #03500100

PS #FA2614J1

Grade Level: 8

Semesters: 2

Prerequisite: Teacher Recommendation

Credit: 1

Art I introduces the scholar to the importance of recognizing, understanding, appreciating and using the elements of art and the principles of design in composition. Scholars will explore the use of a variety of media including pencil, ink, pastels, watercolor, acrylics and charcoal. Scholars will study the works of famous artists from different periods and cultures. Scholars will also explore calligraphy, marbling, printmaking, ceramics, sculpture and

jewelry. Scholars in this class will be required to purchase some personal art supplies. This course is taken with the intent of continuing study in Art at an advanced level in Upper School. 8th grade scholars approved for this course will receive an elective high school credit; they will still be required to complete 2 fine arts credits in the same discipline in grades 9 – 12.

MYP Art I

| | |
|-------------------|--------------|
| TEA #03500100 | PS #FA2610K1 |
| Grade Level: 9-10 | Semesters: 2 |
| Prerequisite: | Credit: 1 |

Art I introduces the scholar to the importance of recognizing, understanding, appreciating and using the elements of art and the principles of design in composition. Scholars will explore the use of a variety of media including pencil, ink, pastels, watercolor, acrylics and charcoal. Scholars will study the works of famous artists from different periods and cultures. Scholars will also explore calligraphy, marbling, printmaking, ceramics, sculpture and jewelry. Scholars in this class will be required to purchase some personal art supplies. This course is taken with the intent of continuing study in Art at an advanced level in Upper School.

MYP Art II-Painting

| | |
|---|--------------|
| TEA #03500600 | PS #FA2621K1 |
| Grade Level: 9-10 | Semesters: 2 |
| Prerequisite: Art I or teacher recommendation | Credit: 1 |

Scholars in Art II will continue working on their portfolios using a variety of 2D painting mediums. These may include oil, watercolor, oil pastels, acrylics, inks, gouache or tempera. Research, art criticism, studio production and reflection along with personal creativity, will be stressed in this course. Scholars will develop problem-solving skills using two-dimensional visual interpretations. Work in color, advertising, commercial design and stage design will also be explored. Scholars will demonstrate an understanding of the political, cultural and religious influences of different historical periods on art. Scholars in this class will be required to purchase some personal art supplies.

AP Art 2-D Design

* QPs Awarded *

| | |
|----------------------|--------------|
| TEA #A3500400 | PS #FA2605P1 |
| Grade Level: 10-12 | Semesters: 2 |
| Prerequisite: Art II | Credit: 1 |

Scholars will be asked to demonstrate proficiency in quality, concentration, and breadth. Their portfolio will contain five original artworks that are of professional quality in their presentation. Their portfolio must comply with current College Board AP requirements including a specific number of slides that represent detail as well as non-detail. Slides will show the scholar’s original works solving problems in drawing, color and design, and how the elements and principles of art are integrated. Scholars in this art class will be required to purchase some personal art supplies. Upon the completion of the course, scholars are required to take the AP Art 2-D Design exam. Passing scores on this exam are widely accepted for college credit.

Art IB, IB Visual Art SL

* QPs Awarded *

| | |
|--|---------------|
| TEA # I3600200 | PS # FA2581I1 |
| Grade Level: 11-12 | Semesters: 2 |
| Prerequisite: IB Diploma Program Participation or Teacher Recommendation | Credit: 1 |

The IB Art/Design course provides scholars an opportunity to develop and present a personal visual art statement contained in a portfolio and research workbook. They will be expected to incorporate acquired skills, utilize a variety of media and methods, apply critical thinking, demonstrate an increased awareness of both their immediate and global environments, and to develop their use of imagination and creativity. Art history, criticism and aesthetics will be an integral part of the curriculum.

Art IB, IB Visual Art HL

* QPs Awarded *

| | |
|------------------------------|---------------|
| TEA # I3600100 | PS # FA2620I1 |
| Grade Level: 12 | Semesters: 2 |
| Prerequisite: IB Art 1 SL/HL | Credits: 1 |

The IB Art/Design course provides scholars an opportunity to further develop and present a personal visual art statement contained in a portfolio and research workbook. They will be expected to incorporate acquired skills,

utilize a variety of media and methods, apply critical thinking and demonstrate an increased awareness of both their immediate and global environments and to develop their use of imagination and creativity. Art history, criticism and aesthetics will be an integral part of the curriculum. Scholars will be expected to hang an exhibition in April that will include at least twelve works that pursue a connected visual theme or idea. Scholars are required to submit work for both internal and external assessments to be evaluated by IB.

Music MS 1 Band MYP

| | |
|--------------------|--------------|
| TEA #03154130 | PS #FA22A0K1 |
| Grade Level: 6 | Semesters: 2 |
| Prerequisite: none | Credit: 0 |

This course is designed for creative performance and application of expressive and technical skills of music on a beginning band level. Scholars will learn how to read music and develop an ear for performing different types of music. Basic theory will be introduced as well as band instrument techniques. Scholars will perform at various casual and formal events.

Music MS 2 Band MYP

| | |
|--|--------------|
| TEA #03154230 | PS #FA22B0K1 |
| Grade Level: 7 | Semesters: 2 |
| Prerequisite: Beginning Band or Teacher Recommendation | Credit: 0 |

This course is designed for further creative performance and application of expressive and technical skills of music at a more advanced band level. Scholars will continue to learn how to read a wider variety of music and develop an ear for performing different types of music. More advanced theory will be introduced as well as more band instrument techniques. Scholars will perform at various casual and formal events.

Music MS 3 Band MYP

| | |
|--|--------------|
| TEA #03154330 | PS #FA22C0K1 |
| Grade Level: 8 | Semesters: 2 |
| Prerequisite: Beginning Band or Teacher Recommendation | Credit: 0 |

This course is designed for further creative performance and application of expressive and technical skills of music at a more advanced band level. Scholars will continue to learn how to read a wider variety of music and develop an ear for performing different types of music. More advanced theory will be introduced as well as more band instrument techniques. Scholars will perform at various casual and formal events.

MYP Band I-II

| | |
|--------------------|--------------|
| TEA #I: 03150100 | PS #FA2211K1 |
| TEA #II: 03150200 | PS #FA2221K1 |
| Grade Levels: 9-10 | Semesters: 2 |
| Prerequisite: none | Credit: 1 |

Scholars will be placed in band at the upper school level according to prior experience and ability. Scholars will be able to identify melody, harmony, counterpoint and accompaniment through observation and performance. They will demonstrate and execute fundamentals of ensemble and solo performances. They will be able to sight read most rhythmical patterns in simple and compound meter. They will learn to write Level I compositions by incorporating all aspects of music theory. Through exposure to musical periods, they will be able to compare and contrast the role that music plays in different cultures and eras.

Band III-IV

| | |
|--|--------------|
| TEA #III: 03150300 | PS #FA2230S1 |
| TEA #IV: 03150400 | PS #FA2241S1 |
| Grade Levels: 11-12 | Semesters: 2 |
| Prerequisite: Band I or II or Teacher Recommendation | Credit: 1 |

Scholars will be placed in band at the upper school level according to prior experience and ability. Scholars will be able to identify melody, harmony, counterpoint and accompaniment through observation and performance. They will be able to perform all aspects of solo or ensemble repertoire at a competitive level. They will be able to demonstrate comprehension of different styles of music through formal and informal concerts and contests. They will learn to write Level III-IV compositions by incorporating all aspects of music theory. Through exposure to musical periods, they will be able to compare and contrast the role that music plays in different cultures and eras.

MYP MS OrchestraTEA #6th: 03154132TEA #7th: 03154232TEA #8th: 03154332

Grade Level: 6-8

Prerequisite: none

PS #FA2310K1

PS #FA2320K1

PS #FA2330K1

Semesters: 2

Credit: 0

This course is designed for creative performance and application of expressive and technical skills of music on a beginning instrumental level. And this orchestra provides an opportunity for scholars to begin development. Time will be required outside of class for rehearsals, trips, and other engagements outside of school. Scholars will learn how to read music and develop an ear for different types of music. Basic theory will be introduced as well as vocal technique in choral singing. Attendance at all outside performances is required.

MYP HS Orchestra I, IITEA #9th: 03150500TEA #10th: 03150600

Grade Level: 9-10

Prerequisite: none

PS #FA2311K1

PS #FA2321K1

Semesters: 2

Credit: 1

This course is designed for creative performance and application of expressive and technical skills of music on an intermediate instrumental level. And this orchestra provides an opportunity for scholars to begin development. Time will be required outside of class for rehearsals, trips, and other engagements outside of school. Scholars will learn how to read music and develop an ear for different types of music. Basic theory will be introduced as well as vocal technique in choral singing. Attendance at all outside performances is required.

Music MS Choir MYPTEA #6th: 03154131TEA #7th: 03154231TEA #8th: 03154331

Grade Level: 6-8

Prerequisite: none

PS #FA2410K1

PS #FA2420K1

PS #FA2430K1

Semesters: 2

Credit: 0

This course is designed for creative performance and application of expressive and technical skills of music on a beginning choral level. Scholars will learn how to read music and develop an ear for different types of music. Basic theory will be introduced as well as vocal technique in choral singing. Scholars will perform at various informal and formal events, expressively, from memory, in small and large ensembles.

MYP Choir I, II

TEA #I: 03150900

TEA #II: 03151000

Grade Level: 9-10

Prerequisite: none

PS #FA2411K1

PS #FA2421K1

Semesters: 2

Credit: 1

Choir involves the study of vocal techniques, choral techniques, music theory, sight singing, music history and literature, creative self-expression and performance activities. Scholars will be given opportunities to select and perform music of differing styles, genres and cultures. Performances will be self-evaluated as well as teacher-evaluated based on the quality, expression, knowledge, memorization and etiquette exhibited by the scholars. Scholars will perform at various informal and formal events, and contests.

Choir III and IV

TEA #III: 03151100

TEA #IV: 03151200

Grade Level: 11-12

Prerequisite: none

PS #FA2431S1

PS #FA2441S1

Semesters: 2

Credit: 1

Choir involves the study of vocal techniques, choral techniques, music theory, sight singing, music history and literature, creative self-expression and performance activities. Scholars will be given opportunities to select and perform music of differing styles, genres and cultures. Performances will be self-evaluated as well as teacher-evaluated based on the quality, expression, knowledge, memorization and etiquette exhibited by the scholars. Scholars will perform at various informal and formal events, and contests.

Theater MS 1 MYP

TEA #03154140

Grade Level: 6

Prerequisite: none

PS #FA25A0K1

Semesters: 1

Credit: 0

Theatre 6 is an introductory course to the world of theater. Scholars learn to develop character using their own emotional recall, as well as a sense of body awareness and space through pantomime and movement to music. Perception, creative expression and performance, historical and cultural heritage, and critical evaluation provide the structures for organizing the knowledge and skills scholars are expected to acquire. Scholars will participate in a variety of performances throughout the year.

Theater MS 2 MYP

TEA #03154240

Grade Level: 7

Prerequisite: none

PS #FA25B0K1

Semesters: 2

Credit: 0

Theatre 7 is an introductory course to the world of theater. Scholars learn to develop character using their own emotional recall, as well as a sense of body awareness and space through pantomime and movement to music. Perception, creative expression and performance, historical and cultural heritage, and critical evaluation provide the structures for organizing the knowledge and skills scholars are expected to acquire. Scholars will participate in a variety of performances throughout the year.

Theater MS 3 MYP

TEA #03154340

Grade Level: 8

Prerequisite: none

PS #FA25C0K1

Semesters: 2

Credit: 0

Scholars will develop concepts about self, relationships and the environment using the elements of drama and the conventions of theater. Through the interpretation of characters and using the voice and body expressively, the scholar will develop plot structures and create dramatizations. Theatre production concepts and skills will develop the scholar's ability to apply design and directing techniques to theater productions. Theatre history will be related to the history, society, and culture of the world we live in. Scholars will participate in a variety of performances throughout the year.

MYP Theatre Arts I

TEA #03250100

Grade Level: 9-10

Prerequisite: none

PS #FA2510K1

Semesters: 2

Credit: 1

In this introductory course, scholars will learn the fundamentals of theatre including improvisation, pantomime, acting techniques, stage movement, and voice and diction. Scholars will be introduced to a variety of theatre components from set design, lighting design, stage management and overall production to memorization of lines, characterization, and performance skills. Theatre history and genres will also be explored.

MYP Theatre Arts II

TEA # 03250200

Grade Level: 9-10

Prerequisite: Theatre Arts I or Teacher Recommendation

PS #FA3520K1

Semesters: 2

Credit: 1

This course builds on the background established in Theatre Arts I with the study of cultural contributions to the theatre, its structure, variety and evaluation. Scholars will continue to develop concepts about self and human relationships through dramatic interpretation. Techniques for stage-makeup, as well as production and rehearsal principles are studied in preparation for a performance by the class.

Theater, IB Theatre SL

* QPs Awarded *

TEA #I3750200

Grade Level: 11-12

Prerequisite: IB Diploma Program Participation or Teacher Recommendation

PS #FA2581I1

Semesters: 2

Credit: 1

This course will follow a curriculum emphasizing international themes, styles and literature and will be structured around four themes: Performing Skills, World Theatre Skills, Practical Play Analysis, and Theatre Production. Scholars will gain an understanding of the nature of theatre, its place and its contributions to societies all over the

world and to become lifelong theatergoers and participants. Scholars will compare and contrast a variety of internationally based plays. Theatrical techniques and styles will be practiced including monologue work, ensemble work, characterization, script analysis, improvisation, vocal technique, direction, set design, costume design, lighting design and production. Independent research and study, peer response and peer coaching, and self-assessment are an integral part of the course work. Scholars will keep a journal of their experiences during the course, to be used later as the basis for their internal assessment Portfolio.

Theater, IB Theatre HL

* QPs Awarded *

TEA #I3750300

PS #FA2591I1

Grade Level: 12

Semesters: 2

Prerequisite: IB Theater SL

Credit: 1

This course will follow a curriculum emphasizing international themes, styles and literature and will be structured around five themes: Performing Skills, World Theatre Skills, Practical Play Analysis, Theatre Production, and Individual Project. Scholars will gain an understanding of the nature of theatre, its place and its contributions to societies all over the world and to become lifelong theatergoers and participants. Scholars will compare and contrast a variety of internationally based plays. Theatrical techniques and styles will be practiced including monologue work, ensemble work, characterization, script analysis, improvisation, vocal technique, direction, set design, costume design, lighting design and production. Independent research and study, peer response and peer coaching, and self-assessment are an integral part of the course work. Scholars will keep a journal of their experiences during the course, to be used later as the basis for their internal assessment Portfolio. Scholars are required to submit work for both internal and external assessments to be evaluated by IB.

Foreign Language

MYP French IA

TEA #6TH: 03410100

PS #FL2211K1

TEA #7TH: 03410100

PS #FL2212K1

Grade Level: 6-7

Semesters: 2

Prerequisite: none

Credit: .5

MYP French 1A is the first half of a two (2)-year Program in which a scholar develops the four macro-skills of language (speaking, writing, listening and reading) through a range of communicative activities. Scholars explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, scholars will build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, scholars engage in basic communication with learned phrases, simple question and answering, simple descriptions of people and things, simple narration in the present tense, and simple explanations. Emphasis is placed on language as a communication tool that can empower scholars to discover different communities, culture, environments and ideas. At the completion of the French 1A / French 1B sequence, scholars will earn one (1) high school credit.

MYP French IB

TEA #7TH: 03410100

PS #FL2215K1

TEA #8TH: 03410100

PS #FL2213K1

Grade Level: 7-8

Semesters: 2

Prerequisite: MYP French IA

Credit: .5

French B 1B is the second half of a two (2)-year Program in which a scholar develops the four macro-skills of language (speaking, writing, listening and reading) through a range of communicative activities. Scholars explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, scholars will build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, scholars engage in basic communication with learned phrases, simple question and answering, simple descriptions of people and things, simple narration in the present tense and past tenses, and simple explanations. Emphasis is placed on language as a communication tool that can empower scholars to discover different communities, culture, environments and ideas. At the completion of the French 1A / French 1B sequence, scholars will earn one (1) high school credit.

MYP French ITEA #8th: 03410100

PS #FL2210J1

TEA #9th & 10th: 03410100

PS #FL2210K1

Grade Level: 8-10 (new scholars)

Semesters: 2

Prerequisite: none

Credit: 1

French I is a course in which scholars develop the four macro-skills of language (speaking, writing, listening and reading) through a range of communicative activities. Scholars explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, scholars will build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, scholars engage in basic communication with learned phrases, simple question and answering, simple descriptions of people and things, simple narration in the present tense, and simple explanations. Emphasis is placed on language as a communication tool that can empower scholars to discover different communities, culture, environments and ideas.

MYP French II

TEA #03410200

PS #FL2220K1

Grade Level: 9-11

Semesters: 2

Prerequisite: MYP French IA/IB or MYP French I

Credit: 1

This course is a continuation of language skill development initiated in the previous French classes. Scholars continue to develop the four macro-skills of language (speaking, writing, listening and reading) through a range of communicative activities while enhancing their knowledge of the Francophone world in comparison to scholars' own culture. Scholars explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, scholars will build upon their knowledge of other disciplines and develop insight into their own language. Higher level oral and written communication skills are emphasized through simulations of real-life situations and creative problem solving. Linguistically, scholars engage in creative communication; asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present tense, past (passé composé and imparfait), and future; and expression of personal wishes and needs. Emphasis is placed on language as a communication tool that can empower scholars to discover different communities, culture, environments and ideas.

MYP French IIA

TEA #03410200

PS #FL2223K1

Grade Level: 8

Semesters: 2

Prerequisite: MYP French IB

Credit: .5

French IIA is the first half of a two (2)-year Program in which a scholar continues to develop the four macro-skills of language (speaking, writing, listening and reading) through a range of communicative activities while enhancing their knowledge of the Francophone world in comparison to scholars' own culture. Scholars explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, scholars will build upon their knowledge of other disciplines and develop insight into their own language. Higher level oral and written communication skills are emphasized through simulations of real-life situations and creative problem solving. Linguistically, scholars engage in creative communication; asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present tense, past (passé composé and imparfait), and future; and expression of personal wishes and needs. Emphasis is placed on language as a communication tool that can empower scholars to discover different communities, culture, environments and ideas. Creative problem-solving techniques provide opportunities for higher-level thinking. At the completion of the French IIA / French IIB sequence, scholars will earn one (1) high school credit.

MYP French IIB

TEA # 03410200

PS #FL2227K1

Grade Level: 9

Semesters: 2

Prerequisite: MYP French IIA

Credit: .5

French IIB is the second half of a two (2)-year Program in which a scholar continues to develop the four macro-skills of language (speaking, writing, listening and reading) through a range of communicative activities. Scholars

explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, scholars will build upon their knowledge of other disciplines and develop insight into their own language. Higher level oral and written communication skills are emphasized through simulations of real-life situations and creative problem solving. Linguistically, scholars engage in creative communication; asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present tense, past (*passé composé* and *imparfait*), and future; and expression of personal wishes and needs. Real-life simulations and integration of culture through films, music, literature, studies of Francophone countries will help scholars build on their reading, speaking, listening and writing skills. Creative problem-solving techniques provide opportunities for higher-level thinking. At the completion of the French IIA / French IIB sequence, scholars will earn one (1) high school credit.

IB Language Ab Initio SL (French)

* QPs Awarded *

| | |
|--|--------------|
| TEA #I: I3110300 | PS #LA2880I6 |
| TEA #II: I3110300 | PS #LA2880I7 |
| Grade Level: 11 and/or 12 | Semesters: 4 |
| Prerequisite: IB Diploma Program Participation or Teacher Recommendation | Credits: 2 |

Scholars enrolled in this course will have had little to no knowledge of French prior to acceptance into the IB Diploma Program. The overall objective of this course is for scholars to achieve communicative competency in a variety of everyday situations. At the end of the French *Ab Initio* course, the scholars will be expected to demonstrate an ability to communicate information and some basic ideas clearly and effectively in a limited range of situations. The scholars will be required to understand and use accurately the essential spoken and written forms of the language in a limited range of situations. Scholars will need to understand and use a limited range of vocabulary in common usage, use a register that is generally appropriate to the situations and show an awareness of some elements of the cultures related to the francophone world. Scholars are required to submit work for both internal and external assessments to be evaluated by IB.

MYP French III

| | |
|---|--------------|
| TEA #03410300 | PS #FL2230K1 |
| Grade Level: 10-12 | Semesters: 2 |
| Prerequisite: MYP French IIA/B or MYP French II | Credit: 1 |

In French III, scholars will review vocabulary, grammar and verbs taught in French II and will continue to develop and expand proficiency in these areas. The content of this course includes a study of grammar through opportunities to apply vocabulary, syntax and idiomatic expressions in both oral and written real-life situations. Scholars will enhance their knowledge of the Francophone world and perfect their reading, speaking, writing and listening skills by communicating in the target language and will develop an understanding of French culture through authentic documents.

MYP French III Honors

QPs Awarded

| | |
|---|--------------|
| TEA #03410300 | PS #FL2230H1 |
| Grade Level: 10-12 | Semesters: 2 |
| Prerequisite: MYP French IIA/B or MYP French II | Credit: 1 |

This course is intended for those scholars who wish to continue to the AP/IB level. Scholars will refine the four macro-skills of language (speaking, writing, listening and reading) through a range of communicative activities. Scholars build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, scholars will build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, scholars engage in extended conversation using complex sentences and appropriate pronouns; more complex comparisons of people, things, and actions; extended narration of past, present, and future events and the corresponding conditions; and the expression of emotions, wishes and hypotheses in complex sentences. Emphasis is placed on language as a communication tool that can empower scholars to discover different communities, culture, environments and ideas. Scholars will also develop more advanced composition skills and will use authentic French documents (newspapers, online news broadcasts and films) to enhance their knowledge of the Francophone world. This course will be taught exclusively in French.

French IV

TEA #-034180400

PS #FL2240S1

Grade level: 11 or 12

Semesters: 2

Prerequisite: MYP French III or French III Honors

Credit: 1

This course is designed for scholars interested in continuing their study of French at the conversational level who have completed French III or French III Honors. Scholars enrolled in advanced French courses (AP French, IB French HL or SL) who wish to improve their conversational skills may also enroll concurrently in this course as an elective. The goal of this course is to improve French conversational and listening comprehension skills. Emphasis will be placed on oral comprehension and expression. Through French films, scholars will be introduced to different types of native speech, the diversity of the Francophone world, its culture, and its history. The films will provide the catalyst for a variety of activities including but not limited to classroom discussions, debates, oral presentations, role-playing activities, and interviews. Scholars will enrich their vocabulary, improve their communication skills, and increase their knowledge of the Francophone world.

IB Language B, Modern Languages, SL-French * QPs Awarded *

TEA #I3410400

PS #FL2280I6/FL2280I7

Grade Level: 11-12

Semesters: 4

Prerequisite: MYP French III

Credit(s): 2

This course offers scholars an enriched, advanced study of language, literature and culture with relevance to international societies. The focus will be on communication with equal emphasis on listening, reading, and writing as well as knowledge, understanding, thinking, inquiry, communication and application. The essentials of grammar are systematically reviewed as well as specific vocabulary topics. The objective is to develop and strengthen, through texts and social interaction, an appreciation of diverse cultures and different perspectives. To accomplish this objective, scholars are immersed in culturally rich environments in which they are actively involved. Scholars are assessed on their ability to communicate effectively and accurately, incorporating the language into their daily lives. Scholars are required to submit work for both internal and external assessments to be evaluated by IB.

IB Language B, Modern Languages, HL-French * QPs Awarded *

TEA #I3410500

PS #FL2290I6/FL2290I7

Grade Level: 11-12

Semesters: 4

Prerequisite: MYP French III or IB French IV

Credit(s): 2

By the conclusion of this level course, scholars will be expected to demonstrate an ability to communicate clearly and effectively in a wide range of situations. They will be required to understand and use accurately oral and written forms of the language that are essential for effective communications in a range of styles and situations. Scholars will need to understand and use a wide range of vocabulary, select a register and style that are appropriate to the situation, express ideas with general clarity and fluency and structure arguments in a clear, coherent and convincing way. Moderately complex written and spoken material will be analyzed in class and scholars will be asked to assess subtleties of the language in a wide range of forms, styles and registers. The scholars will be expected to show an awareness of and sensitivity to the cultures of the Francophone world. Scholars are required to submit work for both internal and external assessments to be evaluated by IB.

MYP Spanish IA

TEA #03440100

PS #FL2112K1

Grade Level: 6-7

Semesters: 2

Prerequisite: none

Credit: .5

MYP Spanish 1A is the first half of a two (2)-year Program in which a scholar develops the four macro-skills of language (speaking, writing, listening and reading) through a range of communicative activities. Scholars explore the distinctive Spanish-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, scholars will build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, scholars engage in basic communication with learned phrases, simple question and answering, simple descriptions of people and things, simple narration in the present tense, and simple explanations. Emphasis is placed on language as a communication tool that can empower scholars to discover different communities, culture, environments and ideas. At the completion of the Spanish 1A / Spanish 1B sequence, scholars will earn one (1) high school credit.

MYP Spanish IB

TEA # 03440100

Grade Level: 7-8

Prerequisite: MYP Spanish IA

PS #FL2113K1

Semesters: 2

Credit: .5

Spanish 1B is the second half of a two (2)-year Program in which a scholar develops the four macro-skills of language (speaking, writing, listening and reading) through a range of communicative activities. Scholars explore the distinctive Spanish-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, scholars will build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, scholars engage in basic communication with learned phrases, simple question and answering, simple descriptions of people and things, simple narration in the present tense and past tenses, and simple explanations. Emphasis is placed on language as a communication tool that can empower scholars to discover different communities, culture, environments and ideas. At the completion of the Spanish 1A / Spanish 1B sequence, scholars will earn one (1) high school credit.

MYP Spanish ITEA #8th: 03440100TEA #9th: 03440100

Grade Level: 8-10 (new scholars)

Prerequisite: none

PS #FL2110J1

PS #FL2110K1

Semesters: 2

Credit: 1

Spanish I is a comprehensive in which scholars develop the four macro-skills of language (speaking, writing, listening and reading) through a range of communicative activities. Scholars explore the distinctive Spanish-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, scholars will build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, scholars engage in basic communication with learned phrases, simple question and answering, simple descriptions of people and things, simple narration in the present tense, and simple explanations. Emphasis is placed on language as a communication tool that can empower scholars to discover different communities, culture, environments and ideas.

MYP Spanish IIA

TEA #03440200

Grade Level: 8

Prerequisite: MYP Spanish IA/IB

PS #FL212K1

Semesters: 2

Credit: .5

Spanish IIA is the first half of a two (2)-year Program in which a scholar continues to develop the four macro-skills of language (speaking, writing, listening and reading) through a range of communicative activities. Scholars explore the distinctive Spanish-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, scholars will build upon their knowledge of other disciplines and develop insight into their own language. Higher level oral and written communication skills are emphasized through simulations of real-life situations and creative problem solving. Linguistically, scholars engage in creative communication; asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present and tenses. Emphasis is placed on language as a communication tool that can empower scholars to discover different communities, culture, environments and ideas. Creative problem-solving techniques provide opportunities for higher-level thinking. At the completion of the Spanish IIA / Spanish IIB sequence, scholars will earn one (1) high school credit.

MYP Spanish IIB

TEA #03440200

Grade Level: 9

Prerequisite: MYP Spanish IIA

PS # FL212OK1

Semesters: 2

Credit: .5

Spanish IIB is the second half of a two (2)-year Program in which a scholar continues to develop the four macro-skills of language (speaking, writing, listening and reading) through a range of communicative activities. Scholars explore the distinctive Spanish-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, scholars will build upon their knowledge of other disciplines and develop insight into

their own language. Higher level oral and written communication skills are emphasized through simulations of real-life situations and creative problem solving. Linguistically, scholars engage in creative communication; asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present, past, and future tenses; and expression of personal wishes and needs. Emphasis is placed on language as a communication tool that can empower scholars to discover different communities, culture, environments and ideas. Creative problem-solving techniques provide opportunities for higher-level thinking. At the completion of the Spanish IIA / Spanish IIB sequence, scholars will earn one (1) high school credit.

MYP Spanish II

TEA #03440200

Grade Level: 9-11

Prerequisite: MYP Spanish IA/IB or MYP Spanish I

PS #FL2120K1

Semesters: 2

Credit: 1

This course is a continuation of language skill development initiated in Spanish I. Scholars continue to develop the four macro-skills of language (speaking, writing, listening and reading) through a range of communicative activities while enhancing their knowledge of the Hispanic world in comparison to scholars' own culture. Scholars explore the distinctive Spanish-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, scholars will build upon their knowledge of other disciplines and develop insight into their own language. Higher level oral and written communication skills are emphasized through simulations of real-life situations and creative problem solving. Linguistically, scholars engage in creative communication; asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present tense, past, and future; and expression of personal wishes and needs. Emphasis is placed on language as a communication tool that can empower scholars to discover different communities, culture, environments and ideas.

IB Language Ab Initio SL (Spanish)

* QPs Awarded *

TEA #I: I3110300

TEA #II: I3110300

Grade Level: 11 and/or 12

Prerequisite: IB Diploma Program Participation or Teacher Recommendation

PS #LA2880I6

PS #LA2880I7

Semesters: 4/2

Credits: 2/1

Scholars enrolled in this course will have had little to no knowledge of Spanish prior to acceptance into the IB Diploma Program. The overall objective of this course is for scholars to achieve communicative competence in a variety of everyday situations. At the end of the Spanish *Ab Initio* course, the scholars will be expected to demonstrate an ability to communicate information and some basic ideas clearly and effectively, in a limited range of situations. The scholars will be required to understand and use accurately the essential spoken and written forms of the language in a limited range of situations. Scholars will need to understand and use a limited range of vocabulary in common usage, use a register that is generally appropriate to the situation and show an awareness of some elements of the cultures, related to the Hispanic world. Scholars are required to submit work for both internal and external assessments to be evaluated by IB.

MYP Spanish III

TEA #03440300

Grade Level: 10

Prerequisite: MYP Spanish IIA/IIB or MYP Spanish II

PS #FL2130K1

Semesters: 2

Credit: 1

This course provides scholars with materials and methods to enhance their oral and written fluency and proficiency by enabling them to speak primarily in Spanish. The content of this course includes an extensive study of grammar through opportunities to apply designated vocabulary, syntax, and idiomatic expression in both oral and written situations. Scholars are introduced to literary works representing a variety of genres. Unique to this course are the opportunities to perfect the language skills through instruction and communication in the class in the target language as well as to develop an understanding of the Spanish culture through activities requiring high levels of cognition.

MYP Spanish III Honors

* QPs Awarded *

TEA #03440300

Grade Level: 10

Prerequisite: MYP Spanish IIA/IIB or MYP Spanish II

PS #FL2130H1

Semesters: 2

Credit: 1

This course provides scholars with materials and methods to enhance their oral and written fluency and proficiency by enabling them to speak primarily in Spanish. The content of this course includes an extensive study of grammar through opportunities to apply designated vocabulary, syntax and idiomatic expression in both oral and written situations. Scholars are introduced to literary works representing a variety of genres. Unique to this course are the opportunities to perfect the language skills through instruction and communication in the class in the target language as well as to develop an understanding of the Spanish culture through activities requiring high levels of cognition. This course will be taught exclusively in Spanish.

Spanish IV

| | |
|-------------------------------|--------------|
| TEA # 03440400 | PS #FL2140S1 |
| Grade level: 11 or 12 | Semesters: 2 |
| Prerequisite: MYP Spanish III | Credit: 1 |

This course is designed for scholars interested in continuing their study of Spanish at the conversational level who have completed Spanish III or Spanish III Honors. Scholars enrolled in advanced Spanish courses (AP Spanish, IB Spanish) who wish to improve their conversational skills may also enroll concurrently in this course as an elective. The goal of this course is to improve Spanish conversational and listening comprehension skills. Emphasis will be placed on oral comprehension and expression. Through different speaking and listening exercises, scholars will be introduced to various types of native speech, the diversity of the Hispanic world, its culture, and its history. The class will be focused around oral activities including but not limited to classroom discussions, debates, oral presentations, role-playing activities, and interviews. Scholars will enrich their vocabulary, improve their communication skills, and increase their knowledge of the Hispanic world.

IB Language B, Modern Languages, SL-Spanish * QPs Awarded *

| | |
|-------------------------------|-----------------------|
| TEA #I3440400 | PS #FL2180I6/FL2180I7 |
| Grade Level: 11-12 | Semesters: 4 |
| Prerequisite: MYP Spanish III | Credit: 2 |

The IB Spanish courses offer scholars an enriched, advanced study of language, literature and culture with relevance to international societies. Scholars review all language concepts and study representative authors in the original language independently and in discussion groups. The objective is to develop and strengthen, through texts and social interaction, an appreciation of diverse cultures and different perspectives. To accomplish this objective, scholars are immersed in culturally rich environments in which they are actively involved. Scholars are assessed on their ability to communicate effectively and accurately, incorporating the language into their daily lives. Scholars are required to submit work for both internal and external assessments to be evaluated by IB.

IB Language B, Modern Languages, HL-Spanish * QPs Awarded *

| | |
|-------------------------------|-----------------------|
| TEA #I3440500 | PS #FL2180I6/FL2180I7 |
| Grade Level: 11-12 | Semesters: 4 |
| Prerequisite: MYP Spanish III | Credit: 2 |

By the conclusion of the course, scholars will be expected to demonstrate an ability to communicate clearly and effectively in a wide range of situations. They will be required to understand and use accurately oral and written forms of the language that are essential for effective communications in a range of styles and situations. Scholars will need to understand and use a wide range of vocabulary, select a register and style that are appropriate to the situation, express ideas with general clarity and fluency and structure argument in a clear, coherent and convincing way. Moderately complex written and spoken material will be analyzed in class and scholars will be asked to assess subtleties of the language in a wide range of forms, styles and registers. The scholars will be expected to show an awareness of and sensitivity to the cultures of the Hispanic world. Scholars are required to submit work for both internal and external assessments to be evaluated by IB.

Latin 7

| | |
|--|--------------|
| TEA #03433000 | PS #FL2312S2 |
| Grade Level: 7 (2 nd semester) and 8 (1 st semester) | Semesters: 1 |
| Prerequisite: none | Credit: 0 |

Scholars will acquire grammar, syntax and vocabulary skills. This course also focuses on the basics of pronunciation and verb conjugations in order to facilitate a scholar's grasp of the English language. A brief survey of Roman culture is included for understanding of Latin idiomatic phrases. Etymology of the English language will be emphasized as well as linguistic connections to both Spanish and French. This course is challenging in scope.

Latin 8

TEA #03433000

PS #FL2313S2

Grade Level: 8

Semesters: 1

Prerequisite: Latin 7

Credit: 0

Scholars will acquire grammar, syntax and vocabulary skills. This course is a continuation of the Latin 7 course and also focuses on the basics of pronunciation and verb conjugations in order to facilitate a scholar's grasp of the English language. A brief survey of Roman culture is included for understanding of Latin idiomatic phrases. Etymology of the English language will be emphasized as well as linguistic connections to both Spanish and French. This course is challenging in scope.

Language Arts/English**MYP Language Arts 6**

TEA #02800000

PS #LA2301K1

Grade Level: 6

Semesters: 2

Prerequisite: PYP Language Arts 5

Credit: 0

Language A (English) MYP Year 1, Sixth Grade course is a course of study designed to prepare scholars for upper middle school requirements by building a strong foundation upon which they can expand. This foundation consists of introducing and reinforcing basic writing concepts, reading skills, and grammar. Scholars generate various compositions and projects, as well as read and analyze works from all genres. The learning experiences are designed to develop communication skills and provide opportunities for holistic learning through interdisciplinary units. Emphasis is placed upon writing as a response to literature and making connections to the human experience. Scholars will begin to develop a personal voice as well as expand their vocabulary through careful study of fiction and nonfiction texts and will enrich their learning experience by reading works of international merit. **Summer reading is required.**

MYP Language Arts 7

TEA # 03200540

PS #LA2302K1

Grade Level: 7

Semesters: 2

Prerequisite: MYP Language Arts 6

Credit: 0

Language A, MYP Year 2, introduces scholars to a higher level of analysis of fiction and nonfiction literature through the integration of writing, reading, speaking, and skills such as grammar, vocabulary, and spelling. Scholars generate compositions for a variety of purposes and explore literature through the MYP significant concepts. Scholars will be tested on the state level (STAAR) in reading and writing. With reading, emphasis is placed on recognizing theme, plot and character. With writing, emphasis is placed on writing the expository essay and the personal narrative, as well as poetry. Holistic, interdisciplinary units will be incorporated in both reading and writing. English Language Arts integrates writing, reading, communication, and the study of words, and empowers scholars to develop a deeper understanding of themselves and global issues. **Summer reading is required.**

MYP Language Arts 8

TEA # 03200550

PS #LA2303K1

Grade Level: 8

Semesters: 2

Prerequisite: MYP Language Arts 7

Credit: 0

This course focuses on introducing scholars to higher level analysis of fiction and nonfiction literature through the integration of writing, reading, speaking, and skills such as grammar, vocabulary, and spelling. Scholars generate compositions of varying genres for a variety of purposes and explore literature through the MYP guiding questions. In grammar study, scholars will focus on phrases and clauses to incorporate more sophisticated sentences into their writing. The reading selections include literature from all genres that make connections to the contemporary conception of human experience. As this course integrates writing, reading, and speaking, concepts, themes, and skills, it empowers scholars to become better communicators and develop a deeper understanding of themselves, their world, and society. Scholars will develop a personal voice and style as well as a wide vocabulary. Furthermore, scholars will learn to analyze the author's style, language, tone and purpose. **Summer reading is required.**

MYP English I

TEA #03220100

PS #LA2110K1

| | | | |
|---------------|---------------------|------------|---|
| Grade Level: | 9 | Semesters: | 2 |
| Prerequisite: | MYP Language Arts 8 | Credit: | 1 |

MYP English I Scholars continue to build a firm understanding of the writing process and engage in more challenging and in-depth prompts for expository and narrative writing. These scholars also incorporate more research in the written compositions as well as advanced techniques such as varied literary and style analysis. Their reading selections include classical and modern literature as well as selections from a variety of fiction and non-fiction genres to enhance and reinforce international mindedness and facilitate intercultural awareness. Scholars learn to approach literature as an artifact to understand cultural and moral values of the societies the works are set in. The literary works read in class require scholars to be thinkers, encourage them to reflect and challenge them to engage with their environment through community and service. Furthermore, through extensive study of grammar, word study, and the writing process, scholars develop critical reading, speaking, writing and listening skills to be successful in upper-class courses. **Summer reading is required.**

| | | | |
|-----------------------------|----------------------|--------------|---|
| MYP English I Honors | *QPs Awarded* | | |
| TEA #03220100 | | PS #LA211MH1 | |
| Grade Level: | 9 | Semesters: | 2 |
| Prerequisite: | MYP Language Arts 8 | Credit: | 1 |

MYP English I Scholars continue to build a firm understanding of the writing process and engage in more challenging and in-depth prompts for expository and narrative writing. These scholars also incorporate more research in the written compositions as well as advanced techniques such as varied literary and style analysis. Their reading selections include classical and modern literature as well as selections from a variety of fiction and non-fiction genres to enhance and reinforce international mindedness and facilitate intercultural awareness. Scholars learn to approach literature as an artifact to understand cultural and moral values of the societies in which the works are set. The literary works read in class require scholars to be thinkers, encourage them to reflect and challenge them to engage with their environment through community and service. Furthermore, through extensive study of grammar, word study, and the writing process, scholars develop critical reading, speaking, writing and listening skills to be successful in AP and IB courses. Scholars' work should reflect the effort and sophistication above typical grade-level comprehension. **Summer reading is required.**

| | | | |
|-----------------------|---------------|--------------|---|
| MYP English II | | | |
| TEA #03220200 | | PS #LA2120K1 | |
| Grade Level: | 10 | Semesters: | 2 |
| Prerequisite: | MYP English I | Credit: | 1 |

The MYP English II course is a course of study designed to prepare scholars for the demands of the upper-class English courses. Scholars generate compositions for a variety of purposes and in a variety of modes, prepare and present oral commentaries and projects, as well as read and analyze works from all fiction and non-fiction genres. The learning experiences are designed to develop communication skills and provide opportunities for holistic learning through interdisciplinary units. Emphasis is placed upon tracing the themes important in World Literature and making connections to the contemporary conception of human experience. As this course integrates writing, reading, and speaking including concepts, themes, and skills that are developmentally age-appropriate, it empowers scholars to develop a deeper understanding of themselves, their world, and society thus furthering international mindedness and making them aware of real world issues. Scholars will develop a personal voice and style as well as a wide vocabulary. **Summer reading is required.**

| | | | |
|------------------------------|----------------------|--------------|---|
| MYP English II Honors | *QPs Awarded* | | |
| TEA #03220200 | | PS #LA211OK1 | |
| Grade Level: | 10 | Semesters: | 2 |
| Prerequisite: | MYP English I | Credit: | 1 |

The MYP English II course is an advanced course of study designed to prepare scholars for the demands of the higher-level DP or AP course. Scholars generate compositions for a variety of purposes and in a variety of modes, prepare and present oral commentaries and projects, as well as read and analyze works from all fiction and non-fiction genres. The learning experiences are designed to develop communication skills and provide opportunities for holistic learning through interdisciplinary units. Emphasis is placed upon tracing the themes important in World Literature and making connections to the contemporary conception of human experience. As this course integrates writing, reading, and speaking including concepts, themes, and skills that are developmentally age-appropriate, it empowers scholars to develop a deeper understanding of themselves, their world, and society thus furthering

international mindedness and making them aware of real-world issues. Scholars will develop a personal voice and style as well as a wide vocabulary. This Program, designed for the highly motivated scholar, includes a wider range and greater depth of subject matter than the regular course and places a special emphasis on literary criticism and analytical writing alongside the goal of developing the ‘whole person’ an IB learner. Scholars’ work should reflect the effort and sophistication above typical grade-level comprehension. **Summer reading is required.**

English III

TEA #03220300

Grade Level: 11

Prerequisite: MYP English II

PS #LA2130S1

Semesters: 2

Credit: 1

Scholars in English III generate compositions for a variety of purposes and in a variety of modes as well as read and analyze selected works from a wide range of global authors in both fiction and nonfiction. Literature spans a wide variety of periods: pre-1800s, 19th century, and 20th century. Literary study places special emphasis on author’s style, language, tone and purpose. Based on a curriculum that integrates writing and reading, concepts and skills, this course empowers scholars to develop a deeper understanding of themselves, their world and society. Considerable emphasis is placed on the development of writing skills. Assignments leading to persuasive essays and literary commentaries constitute an important portion of the work in this course. **Summer reading is required.**

English IV

TEA #03220400

Grade Level: 12

Prerequisite: English III

PS #LA2140S1

Semesters: 2

Credit: 1

Scholars in English IV continue to generate compositions for a variety of purposes and in a variety of modes as well as to read and analyze selected fiction and nonfiction works from several world regions, such as the Americas, Europe, Africa, South Asia and East Asia. Literature spans a wide variety of periods: pre-1800s, 19th century and 20th century. Literary study places special emphasis on author’s style, language, tone and purpose. Based on a curriculum that integrates writing, and reading, concepts and skills, this course enables scholars to develop a deeper understanding of themselves, the world and society. Considerable emphasis is placed on the refinement of writing skills. Assignments leading to analytical essays and oral literary commentaries of mature interpretation constitute an important portion of the work of this course. **Summer reading is required.**

IB Language Studies A: Language and Literature HL * QPs Awarded *

TEA #I3220600

Grade Levels: 11

Prerequisite: English III

PS #LA2390I6

Semesters: 2

Credit: 1

This is the first year of a two year English IB HL Course in Language and Literature, designed for scholars of the IB Diploma Program. This course is designed to facilitate the understanding of modern ways to communicate and prepare scholars for the 21st Century. Units are planned to create a holistic learning experience and foster international mindedness through the study of world literature that originates across multiple continents, across genres, and time periods. The emphasis is placed on critically appreciating literature as an art expressing human ingenuity. Scholars work toward enhancing their critical appreciation and analytical writing skills to better understand and articulate how authors create their effects. Scholars write literary essays which express understanding of themes and arguments important to a single work and the similarities and differences between literary works from different periods and/or cultures. They explore the use of language in a cultural context and study the effect of language in mass media. Scholars hone their critical listening and speaking skills as they participate in discussions, provide oral commentaries, and present oral projects. Besides in class assessments, scholars work on the internal and external assessment required for IB curriculum. **Summer reading is required.**

IB Language Studies A: Language and Literature HL * QPs Awarded *

TEA #I3220600

Grade Levels: 12

Prerequisite: IB Language Studies A: Lang and Lit year 1

PS #LA2390I7

Semesters: 2

Credit: 1

This is the second year of a two year English IB HL course in Language and Literature, designed for scholars of the IB Diploma Program. In continuation of the previous course, scholars broaden and deepen their appreciation of literary themes and techniques through studying works from different time periods and continents focusing on genre

study. Emphasis is placed on analyzing stylistic, literary and rhetorical techniques used by different authors. Scholars broaden and deepen their appreciation of literary themes and techniques through studying works from a wide variety of world regions, such as the Americas, Europe, Africa, South Asia and East Asia. They examine world culture vis-à-vis their culture and develop appreciation and a deeper understanding of the culture of the work studied. These analyses enable scholars to understand and appreciate the contribution of literary work to human thought, knowledge and culture. Scholars continue to hone their critical reading, writing and analytical skills through group work, individual and independent study of the works studied. They master verbal and written analytical skills through literary commentaries and creative writing. Besides in class assessments, scholars are required to work on an oral commentary (IB internal assessment) and take Exam 1 and 2 in the month of May as part of the external assessment for the IB Diploma. **Summer reading is required.**

IB Language Studies A: Literature HL * QPs Awarded *

TEA #I3220800

PS #LAH390I6

Grade Levels: 11

Semesters: 2

Prerequisite: English III

Credit: 1

This is the first year of a two year English IB HL Course in Literature, designed for scholars of the IB Diploma Program. This course is designed to facilitate the understanding of classic literature and its application to academia. Units are planned to create a holistic learning experience and foster international mindedness through the study of world literature that originates across multiple continents, genres, and time periods. The emphasis is placed on critically appreciating literature as an art expressing human ingenuity. Scholars work toward enhancing their critical appreciation and analytical writing skills to better understand and articulate how authors create their effects. Scholars write literary essays which express understanding of themes and arguments important to a single work and the similarities and differences between literary works from different periods and/or cultures. Scholars hone their critical listening and speaking skills as they participate in discussions, provide oral commentaries, and present oral projects. Besides in class assessments, scholars work on the internal and external assessment required for IB curriculum. **Summer reading is required.**

IB Language Studies A: Literature HL * QPs Awarded *

TEA #I3220800

PS #LAH390I7

Grade Levels: 12

Semesters: 2

Prerequisite: IB Language Studies A: Literature year 1

Credit: 1

This is the second year of a two year English IB HL course in Literature, designed for scholars of the IB Diploma Program. In continuation of the previous course, scholars broaden and deepen their appreciation of literary themes and techniques through studying works from different time periods and continents focusing on genre study. Emphasis is placed on analyzing stylistic and literary techniques used by different authors. Scholars broaden and deepen their appreciation of literary themes and techniques through studying works from a wide variety of world regions, such as the Americas, Europe, Africa, South Asia and East Asia. They examine world culture vis-à-vis their culture and develop appreciation and a deeper understanding of the culture of the work studied. These analyses enable scholars to understand and appreciate the contribution of literary work to human thought, knowledge and culture. Scholars continue to hone their critical reading, writing and analytical skills through group work, individual and independent study of the works studied. They master verbal and written analytical skills through literary commentaries and creative writing. Besides in class assessments, scholars are required to work on oral an commentary (IB internal assessment) and take Exam 1 and 2 in the month of May as part of the external assessment for the IB Diploma. **Summer reading is required.**

Mathematics

MYP Mathematics 6

TEA #02640060

PS #MA2101K1

Grade Level: 6

Semesters: 2

Prerequisite: Mathematics 5

Credit: 0

This course allows scholars to continue developing their understanding of number systems, operations, and quantitative reasoning. Scholars will continue to formalize operations with decimals, applying decimals, analyzing data, using number patterns, investigating patterns in geometry, as well as exploring patterns, relationships, areas and volumes, proportional/quantitative reasoning, discrete mathematics, probability, and measurement. Scholars

will apply the knowledge gained in this course to solve real-life problems and gain understanding that mathematics is a universal language that can show the connection between all world cultures.

MYP Pre-Algebra

| | |
|---------------------------------|--------------|
| TEA #03103100 | PS #MA2103K1 |
| Grade Level: 7-8 | Semesters: 2 |
| Prerequisite: MYP Mathematics 6 | Credit: 0 |

This course will provide scholars with the tools they need to commence the study of algebra and give them the background to move from specific arithmetical computations and facts to concepts that can be generalized for all numbers. Extensive study of arithmetic operations, number systems and properties, measurement, and coordinate geometry will be completed, and an introduction to algebraic thinking and concepts will be emphasized. Scholars will model real-world problems to assist in developing mathematical maturity and higher level thinking, as well as making a connection with the world around them.

MYP Algebra I Honors

* QPs Awarded *

| | |
|--|--------------|
| TEA #03100500 | PS #MA2210H1 |
| Grade Level: 7 | Semesters: 2 |
| Prerequisite: 90% in Math 6, 90% on Placement Tests, Advanced Performance on Math 6 STAAR Exam | Credit: 1 |

MYP Algebra I Honors provides scholars with a formal look at algebraic concepts and ideas. Some concepts that will be covered in this course include: writing and solving systems of linear equations, powers and exponents, quadratic equations, polynomials and factoring, graphing and solving linear inequalities, functions, and geometry. A focus on abstract and critical thinking will be emphasized, and scholars will use the concepts learned in this course to model and solve real-world problems. Scholars will also study historical mathematics, providing them with a connection to many different global cultures and the world around them. As an advanced, more rigorous course of study, the scholar is expected to rise to the challenge of an accelerated pace and additional work outside of the classroom.

MYP Algebra I

| | |
|---|--------------|
| TEA #03100500 | PS #MA2210K1 |
| Grade Level: 7-9 | Semesters: 2 |
| Prerequisite: Math 7 or MYP Pre-Algebra | Credit: 1 |

The MYP Algebra I provides scholars with a formal look at algebraic concepts and ideas. Some concepts that will be covered in this course include: writing and solving systems of linear equations, powers and exponents, quadratic equations, polynomials and factoring, graphing and solving linear inequalities, functions, and geometry. A focus on abstract and critical thinking will be emphasized, and scholars will use the concepts learned in this course to model and solve real-world problems, which allows the scholar to make connections to the world surrounding them.

MYP Math 8

| | |
|---|--------------|
| TEA #03100500 | PS #MA2210K1 |
| Grade Level: 8 | Semesters: 2 |
| Prerequisite: Math 7 or MYP Pre-Algebra | Credit: 1 |

The MYP Algebra I provides scholars with a formal look at algebraic concepts and ideas. Some concepts that will be covered in this course include: writing and solving systems of linear equations, powers and exponents, quadratic equations, polynomials and factoring, graphing and solving linear inequalities, functions, and geometry.

MYP Geometry

| | |
|-----------------------------|-------------------|
| TEA #03100700 | PS #MA2300S1 (MS) |
| | PS #MA2300K1 (HS) |
| Grade Level: 9-10 | Semesters: 2 |
| Prerequisite: MYP Algebra I | Credit: 1 |

This course is designed to help give scholars the solid foundation in geometry that scholars will need for future MYP and DP courses. Scholars work with inductive reasoning and conjectures, and receive an in-depth study of points, lines, planes and angles. Scholars in MYP Geometry will create geometric constructions, work with coordinate graphing, algebraic analysis, and computation. The essential skills of this course include geometric structure, geometric pattern, dimensionality and the geometry of location, congruence, and the geometry of size and

similarity and the geometry of shape. Scholars will develop not only an understanding for geometry as a mathematical course, but also an understanding of geometry in the world outside of mathematics by solving and modeling real-world problems and applications.

MYP Geometry Honors

* QPs Awarded *

TEA #03100700

PS #MA2300Y1 (MS)

PS #MA2300H1 (HS)

Grade Level: 8-10

Semesters: 2

Prerequisite: MYP Algebra I

Credit: 1

This course is designed to help give scholars the solid foundation in geometry that scholars will need for future MYP and DP courses. Scholars work with inductive reasoning and conjectures, and receive an in-depth study of points, lines, planes and angles. Scholars in geometry will create geometric constructions, work with coordinate graphing, algebraic analysis, and computation. The essential skills of this course include geometric structure, geometric pattern, dimensionality and the geometry of location, congruence, and the geometry of size and similarity and the geometry of shape. Scholars will develop not only an understanding for geometry as a mathematical course, but also an understanding of geometry in the world outside of mathematics by solving and modeling real-world problems and applications. As an advanced, more rigorous course of study, the scholar is expected to rise to the challenge of an accelerated pace and additional work outside the classroom.

MYP Algebra II

TEA #03100600

PS #MA2220K1

Grade Level: 9-11

Semesters: 2

Prerequisite: MYP Geometry

Credit: 1

MYP Algebra 2 is a course of study to prepare scholars for the further courses in the DP Program. Beginning with a review of basic algebra, scholars will study linear and quadratic equations, inequalities and functions, including exponential and logarithmic functions, polynomials and functions, and rational functions, as well as basic trigonometry and statistics. Scholars use technology that allows table building, coordinate graphing, algebraic analysis and other complicated computations. The course also highlights the historical development of mathematical thought and the contributions that the practical application of mathematics has made to society and to human understanding.

MYP Algebra II Honors

* QPs Awarded *

TEA #03100600

PS #MA2220H1

Grade Level: 9-11

Semesters: 2

Prerequisite: MYP Geometry

Credit: 1

MYP Algebra II Honors builds and expands on the knowledge garnered in previous mathematics courses and prepares the scholar for more the more rigorous mathematics courses in the DP Program. The focus of MYP Algebra II Honors is the study of functions and problem-solving in real-life situations. Beginning with a review of basic algebra, scholars will study linear and quadratic equations, inequalities and functions, including exponential and logarithmic functions, polynomials and functions, rational functions, and trigonometric ratios and functions. Scholars use technology that allows table building, coordinate graphing, algebraic analysis and complicated computation. The course also highlights the historical development of mathematical thought and the contributions that the practical application of mathematics has made to society and to human understanding. As an advanced, more rigorous course of study, the scholar is expected to rise to the challenge of an accelerated pace and additional work outside the classroom.

Pre-Calculus

TEA #03101100

PS #MA2400S1

Grade Level: 10-12

Semesters: 2

Prerequisite: MYP Algebra II

Credit: 1

Building on the skills learned in Algebra II and Geometry, Pre-Calculus prepares scholars for advanced mathematics courses. In addition to a semester of advanced algebra study including functions and their graphs, there is a study of both right triangle trigonometry and circular trigonometry. Particular attention is given to acquiring knowledge and skills relating to trigonometry and other essential concepts that are frequently seen in calculus such as vectors and polar coordinates. Scholars use graphing calculators and technology to develop advanced graphing techniques,

explore patterns, analyze data, and perform complicated computations.

Pre-AP Pre-Calculus Honors

* QPs Awarded *

TEA #03101100

PS # MA2400Q1

Grade Level: 10-12

Semesters: 2

Prerequisite: MYP Algebra II

Credit: 1

Building on the skills learned in Algebra II and Geometry, Pre-Calculus prepares scholars for advanced mathematics courses. In addition to a semester of advanced algebra study including functions and their graphs, there is a study of both right triangle trigonometry and circular trigonometry. Particular attention is given to acquiring knowledge and skills relating to trigonometry and other essential concepts that are frequently seen in calculus such as vectors and polar coordinates. Scholars use graphing calculators and technology to develop advanced graphing techniques, explore patterns, analyze data, and perform complicated computations. As an advanced, more rigorous course of study, the scholar is expected to rise to the challenge of an accelerated pace and additional work outside the classroom. Note: the content of this course meets requirements for IB Math SL or IB Math Studies for IB Diploma Programme candidates.

IB Mathematical Studies SL

* QPs Awarded *

TEA #I3100100 (Class ending in 2020)

PS #MA2180I6

Grade Level: 12

Semesters: 2

Prerequisite: Algebra II

Credit: 1

IB Mathematical Studies SL is a course designed to expose scholars to a variety of math topics including logic, set theory, trigonometry, functions and their graphs, statistics, differential calculus, probability, and financial mathematics in order to solve everyday problems using a variety of mathematical techniques. This math course is an option for scholars with varied backgrounds and abilities who are not likely to require advanced mathematics beyond the IB Program. The scholar will submit a math project to meet the requirements of the internal assessment and take the written exams in May.

IB Mathematics SL

* QPs Awarded *

TEA #I3100200 (Class ending in 2020)

PS #MA2181I1

Grade Level: 12

Semesters: 2

Prerequisite: Pre-Calculus or AP Calculus AB

Credit: 1

The challenging IB Mathematics SL course is designed for advanced scholars who are capable of more rigorous courses at an accelerated pace. The first year of the course the scholar will be enrolled in pre-calculus or AP Calculus AB. This course emphasizes a multi-representational approach to higher-level mathematics with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally and builds on the skills developed in prior courses. Mathematics SL covers algebra, functions and their properties, trigonometry, probability and statistics, vectors, and calculus of a single variable dictated by the IB curriculum. The scholar will submit a mathematical exploration to meet the requirements of the internal assessment and take the SL Mathematics exams in May.

IB Mathematics HL

* QPs Awarded *

TEA #I3100300 (Class ending in 2020)

PS #MA2190I1

Grade Level: 12

Semesters: 2

Prerequisite: Participation in the IB Diploma Program
AP Calculus BC

Credit: 1

In the first year of this course scholars will be enrolled in AP Calculus BC. The highest levels of IB math offered at UNHP, this course is designed for advance scholars who are capable of more rigorous courses at an accelerated pace. This course emphasizes a multi-representational approach to high level mathematics, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally and builds on the skills developed in Pre-Calculus. Mathematics HL covers calculus, trigonometry, and algebra dictated by the IB curriculum as well as vectors, probability and statistics, matrices functions and equations. Additionally, as required by IB, the scholar will complete an extra course of study selected by the instructor in one of the following: Series and Differential Equations, Probability and Statistics, Discrete Mathematics, or Sets, Relations, and Groups. The scholar will submit an internal assessment in the form of a math exploration report to IB for and take the HL Mathematics exam in May. As an advanced, more rigorous course of study, the scholar is expected to rise to the challenge of an accelerated pace and additional work outside the classroom.

Mathematics: Applications and Interpretation SL * QPs Awarded *

| | | |
|----------------|---|--------------|
| TEA # I3100700 | | PS #MA288HI6 |
| Grade Level: | 11-12 | Semesters: 4 |
| Prerequisite: | Participation in the IB Diploma Program Algebra II | Credit: 2 |

This course is designed for scholars who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. This class is most similar to the current Mathematical Studies SL course and because of the heavy statistics focus, a scholar will be eligible to sit for the AP Statistics exam in their senior year. The scholar will submit an internal assessment in the form of a math exploration report to IB and is required to take the corresponding IB Mathematics exam in May.

Mathematics: Analysis and Approaches SL * QPs Awarded *

| | | |
|----------------|---|--------------|
| TEA # I3100500 | | PS #MA278HI6 |
| Grade Level: | 11-12 | Semesters: 4 |
| Prerequisite: | Participation in the IB Diploma Program Algebra II | Credit: 2 |

This course is intended for scholars who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. This class is most similar to the current Mathematics SL course and because of the heavy calculus focus, a scholar will be eligible to sit for the AP Calculus AB exam in their senior year. The scholar will submit an internal assessment in the form of a math exploration report to IB and is required to take the corresponding IB Mathematics exam in May.

Mathematics: Analysis and Approaches HL * QPs Awarded *

| | | |
|---------------|---|--------------|
| TEA #I3100600 | | PS #MA279HI6 |
| Grade Level: | 11-12 | Semesters: 4 |
| Prerequisite: | Participation in the IB Diploma Program Pre-Calculus | Credit: 2 |

The highest levels of IB math offered at UNHP, this course is designed for advance scholars who are capable of more rigorous courses at an accelerated pace. This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. This class is most similar to the current Mathematics HL course. The scholar will submit an internal assessment in the form of a math exploration report to IB and is required to take the corresponding Mathematics exam in May. As an advanced, more rigorous course of study, the scholar is expected to rise to the challenge of an accelerated pace and additional work outside the classroom.

Advanced Quantitative Reasoning (AQR)

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|---------------|------------|--------------|
| TEA #03102510 | | PS #MA2640S1 |
| Grade Level: | 12 | Semesters: 2 |
| Prerequisite: | Algebra II | Credit: 1 |

This course is a project of 'The Texas Association of Supervisors of Mathematics and The Charles A. Dana Center at the University of Texas at Austin with support from the Greater Texas Foundation. This project has created an innovative post-Algebra II alternative to Pre-calculus for students who have completed Algebra I, Geometry, and Algebra II. The AQR course fulfills the 4th year math course requirement and develops mathematical proficiency, statistical proficiency, and quantitative literacy. It addresses numerical reasoning, statistical reasoning, modeling, and spatial reasoning--and balances mathematics language development with in-context, technology-supported inquiry and problem solving. The seven major units covered in this course are analyzing numerical data, probability, statistical studies, using recursion in models and decision making, using functions in models and decision making, financial decision making, and networks and graphs.

Physical Education**MYP PE 6**

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|---------------|--------------|
| TEA #02530003 | PS #PE2001K1 |
|---------------|--------------|

Grade Level: 6 Semesters: 2
Prerequisite: none Credit: 0

The Physical Education MYP Year 1 course allows scholars to develop a plan for a physically active lifestyle that can be utilized throughout their adolescent and adult life. The wellness activities are based on scholar enjoyment but are designed to be both mentally and physically stimulating. Scholars participate in movement activities within such sports as volleyball, football, soccer, and basketball where an emphasis on teamwork along with the rules and regulations of the games. The scholars will successfully experience the benefits of physical activity and fitness conditioning; assess their own level of physical fitness and progress in the course by way of core exercises. There is also an emphasis in the course on health awareness, with areas such as nutrition, hygiene, drugs and peer interaction being the major focus. **Intercultural Awareness** – Through various physical education units, scholars will be exposed to a variety of physical activities from a global perspective. **Communication** – Scholars will enhance their abilities to communicate through use of cooperative, collaborative and team building activities. **Holistic or interdisciplinary approach** – Scholars apply physical education components to other disciplines. Examples include: scholars using math skills to compute heart rate; sixth grade P.E. and Science scholars concurrently study nutrition and physical health; and Hispanic culture was explored in a cooperative unit with the Spanish department.

MYP PE 7

TEA # 03823000 PS #PE2002K1
Grade Level: 7 Semesters: 2
Prerequisite: none Credit: 0

The Physical Education MYP Year 2 course allows scholars to develop a plan for a physically active lifestyle that can be utilized throughout their adolescent and adult life. The wellness activities are based on scholar enjoyment but are designed to be both mentally and physically stimulating. Scholars participate in sports such as volleyball, football, soccer, basketball and sports from different parts of the world to experience other sport cultures. The scholars will successfully experience the benefits of physical activity and fitness conditioning; assess their own level of physical fitness and progress in the course by way of core exercises at the commencement of each class. There is also an emphasis in the course on health awareness, with areas such as nutrition, hygiene, drugs and peer interaction being the major focus. Scholars will also engage in team sports play with an emphasis on teamwork along with the rules and regulations of the games. **Holistic Learning:** Having a holistic approach allows the scholars to have an awareness of the contribution physical education makes to society and the quality of life. Also experience and appreciate a wide range of physical activities outside of school through both participation and observation **Communication:** Communication allows the scholars to improve and develop all of the below items: self-reflection and self-evaluation, peer teaching, teamwork and effective use of language in a range of situations. **Intercultural awareness:** The ways the scholars are involved in intercultural awareness include: the study of a culture and its sporting traditions, gender issues in physical activity in different cultures, comparative studies of sport and culture, history of cultural values, culturally determined views of physical activity and dance and its traditions.

MYP PE 8

TEA #03823000 PS #PE2003K1
Grade Level: 8 Semesters: 2
Prerequisite: none Credit: 0

The Physical Education MYP Year 3 course allows scholars to develop a plan for a physically active lifestyle that can be utilized throughout their adolescent and adult life. The wellness activities are based on scholar enjoyment but are designed to be both mentally and physically stimulating. Scholars participate in sports such as volleyball, football, bowling, and basketball. The scholars will successfully experience the benefits of physical activity and fitness conditioning; assess their own level of physical fitness and progress in the course by way of core exercises at the commencement of each class. There is also an emphasis in the course on health awareness, with areas such as nutrition, hygiene, drugs and peer interaction being the major focus. Scholars will also engage in team sports play with an emphasis on teamwork along with the rules and regulations of the games. **Intercultural Awareness** - Scholars will explore Physical Fitness through a variety of activities, both individual and cooperative. **Holistic Learning**- Every opportunity is taken to tie in other subjects to increase learning. **Communication**- Multiple forms of expression will be used to show learning.

Foundations of Personal Fitness

TEA #PES00052 PS #PE2700S2

Grade Level: 9-12 Semesters: 2
Prerequisite: None Credit: 1

The Physical Education MYP Year 4 course allows scholars to develop a plan for a physically active lifestyle that can be utilized throughout their adult life. The scholars will educate themselves on their personal fitness levels and how to modify or accelerate their physical activity to better their physical fitness. By participating in team sports and lifetime fitness activities, the scholars will successfully experience the benefits of physical activity and fitness conditioning; assess their own level of physical fitness and progress in the course. All teaching will stress at the heart of instruction the MYP fundamental concepts: **holistic learning, international awareness, and communication**. Instructional activities stress life management skills, such as communication, cooperation, fair play, teamwork, citizenship, sportsmanship, and leadership which develop the Learner Profile characteristics inherent in being **principle, balanced, knowledgeable, and open-minded**. This activity-oriented curriculum will ultimately provide scholars with opportunities to learn fitness concepts and social development.

Individual and Team Sports

TEA #PES00055 PS #PE2A00S2
Grade Level: 9-12 Semester: 1
Prerequisite: None Credit: .5

This course will allow scholars to develop a plan for a physically active lifestyle that can be utilized throughout adult life. They will become educated about their personal levels of physical activity and physical fitness. By participating in activities such as aerobics, walking and jogging, the scholars will successfully experience the benefits of physical activity and fitness conditioning; assess their own level of physical fitness and progress in the course. Scholars will also engage in team sports play with an emphasis on teamwork and the rules and regulations of the games.

Science

MYP Science 6

TEA #03060600 PS #SC2001K1
Grade Level: 6 Semesters: 2
Prerequisite: None Credit: 0

This course is part of a completely integrated middle school curriculum. The unit topics include: matter, force and energy, living systems, environmental interactions, earth systems and astronomy. Scholars will investigate the physical and chemical properties of matter; learn about force, motion and energy transformations; differentiate between cells, tissues and organs; explore the role of genes; explain energy flow in ecosystems; explain geological cycles, earth structure, atmospheric composition and weather; and identify the celestial bodies and movement in the solar system. Scholars begin to apply the scientific method; develop hypotheses; use variables; collect and interpret data from activities; and participate in a science fair. Also, this course is designed to develop listening, inquiry, and teamwork skills for the purpose of understanding the various roles of science in the environment, within society, and throughout the global community.

MYP Science 7

TEA #03060700 PS #SC2002K1
Grade Level: 7 Semesters: 2
Prerequisite: MYP Science 6 Credit: 0

This course is part of a completely integrated middle school curriculum. The unit topics include: matter, force and energy, living systems, environmental interactions, earth systems and astronomy. Scholars will classify matter as elements, compounds and mixtures; explore Newton's laws of motion and the conservation of momentum; investigate how cells and organisms maintain homeostasis; describe more complex cellular processes; explain how organ systems are interrelated; discuss all parts of ecosystem dynamics; explore oceanography and plate tectonics; and discover how celestial movement affects life on earth. Scholars begin to apply the scientific method; develop hypotheses; use variables; collect, graph, interpret data from laboratory investigations; and participate in a science fair. Also, this course is designed to develop listening, inquiry, and teamwork skills for the purpose of understanding the various roles of science in the environment, within society, and throughout the global community.

MYP Science 8

TEA # 03060800

Grade Level: 8

Prerequisite: MYP Science 7

PS #SC2003K1

Semesters: 2

Credit: 0

This course is part of a completely integrated middle school curriculum. The unit topics include: matter, force and energy, living systems, environmental interactions, earth systems, and astronomy. Scholars will understand atomic structure and be able to use the periodic table; construct chemical equations; explore forces in fluids; illustrate interactions between matter and energy; investigate wave theory; identify feedback mechanisms that help maintain homeostasis in organisms; distinguish between inherited traits and environmental influence; discuss ecosystem dynamics and the role of humans; investigate mountain building, continental drift, and land subsistence; explain the relationship between ocean currents and climate; describe interactions among solar weather and ocean systems; and explore the immense scale of the universe. Scholars apply the scientific method; develop hypotheses; use variables; collect, manipulate, graph, and interpret data from laboratory investigation; and participate in a science fair. Also, this course is designed to develop listening, inquiry, and teamwork skills for the purpose of understanding the various roles of science in the environment, within society, and throughout the global community.

MYP Biology

TEA #03010200

Grade Level: 9

Prerequisite: MYP Science 8

PS #SC2700K1

Semesters: 2

Credit: 1

This course is divided into the microcosm of life and the macrocosm of living organisms. It is designed to allow scholars to investigate the basic biological principles behind our understanding of cellular functions, genetics and gene expression, while also exploring the diversity and structure of life in the natural world. Scholars will be able to identify the structures and functions of cells, bacteria and viruses; describe metabolic processes and the flow of energy within living organisms; understand the role of homeostasis in cells, organisms and/or populations; comprehend the structure and function of nucleic acids in heredity and gene expression; recognize the history of life on earth and the theory of evolution; identify the interrelationships of populations, ecosystems and the environment; explain taxonomy and the classification of life within the natural world; and describe the basic anatomy and physiology of organisms. In addition, scholars will conduct field and laboratory investigations; apply the scientific method; develop hypotheses; use variables; and collect, manipulate, graph, interpret data from laboratory investigations; and participate in a science fair. Also, this course is designed to develop listening, inquiry, and teamwork skills for the purpose of understanding the various roles of science in the environment, within society, and throughout the global community.

MYP Biology Honors

* QPs Awarded *

TEA #03010200

Grade Level: 9

Prerequisite: MYP Science 8

PS #SC2700H1

Semesters: 2

Credit: 1

This course is divided into the microcosm of life and the macrocosm of living organisms. It is designed to allow scholars to investigate the basic biological principles behind our understanding of cellular functions, genetics and gene expression, while also exploring the diversity and structure of life in the natural world. Scholars will be able to identify the structures and functions of cells, bacteria and viruses; describe metabolic processes and the flow of energy within living organisms; understand the role of homeostasis in cells, organisms and/or populations; comprehend the structure and function of nucleic acids in heredity and gene expression; recognize the history of life on earth and the theory of evolution; identify the interrelationships of populations, ecosystems and the environment; explain taxonomy and the classification of life within the natural world; and describe the basic anatomy and physiology of organisms. Scholars will conduct qualitative and quantitative laboratory investigations that will allow them to apply various scientific methods and techniques; develop hypotheses; use variables; collect, manipulate, graph and interpret data; and develop critical-thinking and problem solving skills. Also, this course is designed to develop listening, inquiry, and teamwork skills for the purpose of understanding the various roles of science in the environment, within society, and throughout the global community. As a result of their endeavors, scholars will realize the importance of laboratory investigation within the world of science. This course will teach scholars the expectations of working in the sciences and also prepare them for the rigors of higher level courses.

AP Biology

* QPs Awarded *

TEA # A3010200

PS #SC2700P1

Grade Level: 11 - 12 Semesters: 2
 Prerequisite: MYP Biology; MYP Chemistry; Credit:
 This course is designed to be the equivalent of a college introductory biology course. It covers distinct areas of investigation: (1) molecules and cells, (2) heredity and evolution and (3) organisms and populations. Under molecules and cells, scholars will investigate the basic biological principles behind our understanding of biochemistry, cells and cellular energetics. Under heredity and evolution, scholars will study heredity, molecular genetics and evolutionary biology. Under organism and populations, scholars will focus on the diversity of life, the structures and functions of plants and animals and their ecological roles. Scholars will conduct very extensive and intensive qualitative and quantitative laboratory investigations that will allow them to apply various scientific methods and techniques; develop hypotheses; use variables; collect, manipulate, graph and interpret data; and develop critical-thinking and problem solving skills. As a result of their endeavors, scholars will realize the importance of laboratory investigation within the world of science. In addition, they will learn and develop the skills necessary to research, organize and conduct an independent scientific investigation. Scholars will be required to do additional reading outside of the textbook, write various critical essays and work on their own research projects each semester. This course will teach scholars the expectations of working in the sciences and also prepare them for the rigors of studying at the college level. Upon the completion of the course, scholars are required to take the AP Biology exam. Passing scores on this exam are widely accepted for college credit. Note: the content of this course meets AP Biology requirements as well as those for IB Biology I for IB Diploma Programme candidates.

Scientific Research and Design, Biology (IB Biology HL II) * QPs Awarded *
 TEA # 13037200 PS # CT2E08I1
 Grade Level: 12 Semesters: 2
 Prerequisite: AP Biology/IB Biology HL1 Credits: 1
 This course is the continuation of IB Biology HL1. It will review all of the relevant topics and skills from the previous year. However, this course will develop more depth and understanding by focusing on the many applications of Biology as a science. There is also an emphasis on the IB optional areas and practical investigations. It is here that scholars will truly be able to exhibit their scientific knowledge. Scholars are required to submit work for both internal and external assessments to be evaluated by IB.

MYP Chemistry
 TEA #03040000 PS #SC2300K1
 Grade Level: 10 Semesters: 2
 Prerequisite: MYP Biology and Algebra I Credit: 1
 This course explores the chemical and physical properties of matter. It uses measurement, calculation and scientific notation to create a better understanding of the chemical and physical laws that govern the organization and behavior of matter. Scholars will be able to classify matter; comprehend atomic structure and electron arrangement; understand periodic law and chemical bonding; use chemical formulas and balance chemical equations; solve stoichiometry problems; compare and contrast the phases of matter; characterize the properties of acids and bases; explain reaction energy and chemical equilibrium; balance oxidation-reduction reactions; describe the functional groups of organic molecules; and explore nuclear chemistry. In addition, scholars will perform a wide range of qualitative and quantitative laboratory investigations; apply the scientific method; develop hypotheses; use variables; and collect, manipulate, graph, and interpret data from laboratory investigations; and participate in a science fair. Also, this course is designed to develop listening, inquiry, and teamwork skills for the purpose of understanding the various roles of science in the environment, within society, and throughout the global community.

MYP Chemistry Honors * QPs Awarded *
 TEA #03040000 PS #SC2300H1
 Grade Level: 10 Semesters: 2
 Prerequisite: MYP Biology; Algebra I Credit: 1
 This course explores the chemical and physical properties of matter. It uses measurement, calculation and scientific notation to create a better understanding of the chemical and physical laws that govern the organization and behavior of matter. Scholars will be able to classify matter; comprehend atomic structure and electron arrangement; understand periodic law and chemical bonding; use chemical formulas and balance chemical equations; solve stoichiometry problems; compare and contrast the phases of matter; characterize the properties of acids and bases; explain reaction energy and chemical equilibrium; balance oxidation-reduction reactions; describe the functional groups of organic molecules; and explore nuclear chemistry. Scholars will conduct qualitative and quantitative

laboratory investigations that will allow them to apply various scientific methods and techniques; develop hypotheses; use variables; collect, manipulate, graph and interpret data; and develop critical-thinking and problem solving skills. Also, this course is designed to develop listening, inquiry, and teamwork skills for the purpose of understanding the various roles of science in the environment, within society, and throughout the global community. As a result of their endeavors, scholars will realize the importance of laboratory investigation within the world of science. This course will teach scholars the expectations of working in the sciences and also prepare them for the rigors of higher level courses.

Scientific Research/Design IV ES&S (IB ESS) * QPs Awarded *

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|---------------|---|--------------|
| TEA #I3037200 | | PS #CT2E48I1 |
| Grade Level: | 12 | Semesters: 2 |
| Prerequisite: | Participation in the IB Diploma Program; MYP Biology, MYP Chemistry, & Physics | Credit: 1 |

This interdisciplinary course connects the world of science by showing how various biological, chemical, geological and physical concepts come together to explain the inner-workings of the natural world. It is a course focused upon our global “*oikos*”—our ecological world. Scholars study ecosystems, biogeochemical cycles, energy flow, species interactions, biomes, atmospheric circulation, oceanic circulation and human impact. From their investigations, scholars will also work on environmental problems such as alternative energy sources, coastline erosion, deforestation, endangered species, global warming, population dynamics and recycling. Scholars will conduct very extensive and intensive qualitative and quantitative laboratory investigations that will allow them to apply various scientific methods and techniques; develop hypotheses; use variables; collect, manipulate, graph and interpret data; and develop critical-thinking and problem solving skills. Scholars will learn and develop the skills necessary to research, organize and conduct an independent scientific investigation. Scholars will be required to do additional reading outside of the textbook, write various critical essays and work on their own research projects each semester. This course will teach scholars the expectations of working in the sciences and also prepare them for the rigor of studying at the college level. Scholars are required to submit work for both internal and external assessments to be evaluated by IB.

Environmental Systems

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|---------------|---------------------------------------|--------------|
| TEA #03020000 | | PS SC2400S1 |
| Grade Level: | 12 | Semesters: 2 |
| Prerequisite: | MYP Biology, MYP Chemistry, & Physics | Credit: 1 |

Scholars study ecosystems, biogeochemical cycles, energy flow, species interactions, biomes, atmospheric circulation, oceanic circulation and human impact. This course connects the world of science by showing how various biological, chemical, geological and physical concepts come together to explain the inner-workings of the natural world. It is a course focused upon our global “*oikos*”—our ecological world. From their investigations, scholars will also work on environmental problems such as alternative energy sources, coastline erosion, deforestation, endangered species, global warming, population dynamics and recycling. Scholars will conduct laboratory investigations that will allow them to apply various scientific methods and techniques; develop hypotheses; use variables; collect, manipulate, graph and interpret data; and develop critical-thinking and problem solving skills. Scholars will learn and develop the skills necessary to research, organize and conduct an independent scientific investigation. Scholars will be required to do additional reading outside of the textbook, write various critical essays and work on their own research projects each semester.

Physics

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|---------------|------------------------------|--------------|
| TEA #03050000 | | PS #SC2200S1 |
| Grade Level: | 11 | Semesters: 2 |
| Prerequisite: | MYP Biology & MYP Chemistry; | Credit: 1 |

This course is the purest of sciences because it focuses on the laws of nature. This is the science of Newton, Einstein and Stephen Hawking. Although with a conceptual focus, this course uses mathematics, measurement, calculation and scientific notation to create a better understanding of how those laws govern the physical world. Scholars will be able to calculate speed, velocity, and acceleration; apply Newton’s Laws of Motion; demonstrate the effects of force on the motion of an object; identify evidence for the work-energy theorem; describe examples of kinetic and potential energy along with their transformations; demonstrate the conservation of energy and momentum; identify the characteristics and behaviors of sound and electromagnetic waves; recognize the relationship between electricity and magnetism; describe the photoelectric effect; analyze quantum mechanics; and explain radioactivity and nuclear

reactions. In addition, scholars will conduct field and laboratory investigations; apply the scientific method; develop hypotheses; use variables; and collect, manipulate, graph and interpret data from laboratory investigations. Also, this course is designed to develop listening, inquiry, and teamwork skills for the purpose of understanding the various roles of science in the environment, within society, and throughout the global community.

IB Physics SL

* QPs Awarded *

TEA #I3050002

PS #SC2280I1

Grade Level: 11

Semesters: 2

Prerequisite: MYP Biology & MYP Chemistry; and Algebra II

Credit: 1

This course is designed to be the equivalent of a college introductory physics course, and including the Physics Honors pre-requisite embraces a two year course of study. It includes a higher level core curriculum with optional topics. The core curriculum includes physics and physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. The optional areas include further study in quantum mechanics and nuclear physics and optics. This course is the purest of sciences because it focuses on the laws of nature. It uses higher level mathematics, measurement, calculation and scientific notation to create a better understanding of how those laws govern the physical world. Scholars will be able to calculate speed, velocity, and acceleration; apply Newton's laws of motion; demonstrate the effects of force on the motion of an object; identify evidence for the work-energy theorem; describe examples of kinetic and potential energy along with their transformations; demonstrate the conservation of energy and momentum; identify the characteristics and behaviors of sound and electromagnetic waves; recognize the relationship between electricity and magnetism; describe the photoelectric effect; analyze quantum mechanics; and explain radioactivity and nuclear reactions. Scholars will conduct very extensive and intensive qualitative and quantitative laboratory investigations that will allow them to apply various scientific methods and techniques; develop hypotheses; use variables; collect, manipulate, graph and interpret data; and develop critical-thinking and problem solving skills. Scholars will realize the importance of laboratory investigation within the world of science. In addition, they will learn and develop the skills necessary to research, organize, and conduct an independent scientific investigation. Scholars will be required to do additional reading outside of the textbook, write various critical essays and work on their own research projects each semester. This course will teach scholars the expectations of working in the sciences and also prepare them for the rigors of studying at the college level.

Scientific Research and Design III, Physics (IB Physics SL II)

* QPs Awarded *

TEA #I3037220

PS # CT2E38I1

Grade Level: 12

Semesters: 2

Prerequisite: IB Physics 1

Credits: 1

This course is the continuation of IB Physics SL1. It will review all of the relevant topics and skills from the previous year. However, this course will develop more depth and understanding by focusing on the many applications of Physics as a science. There is also an emphasis on the IB optional areas and practical investigations. It is here that scholars will truly be able to exhibit their scientific knowledge. Scholars are required to submit work for both internal and external assessments to be evaluated by IB.

Social Studies

MYP World History 6

TEA #02660060

PS #SS2001K1

Grade Level: 6

Semesters: 2

Prerequisite: None

Credit: 0

In this course scholars examine world cultures of the present day and the historical developments that shaped societies into their present form. In addition to cultural and political development, scholars trace economic development, including systems of trade, from early world societies to the dominant economic systems of the present. Scholars explore the concepts of time, place and space, change, systems, and global awareness as they develop skills including technical and investigative skills for gathering and interpreting information, analytical and decision making skills, and the ability to organize and present knowledge and analysis both in writing and orally.

MYP Texas History 7

TEA #03343000

PS #SS2002K1

Grade Level: 7 Semesters: 2
Prerequisite: None Credit: 0

This course examines the history of Texas from pre-European colonization to the present. Scholars investigate the geographic and historical influences upon the state's political, social, cultural and economic development, with attention to the varied cultures and peoples that have shaped the unique heritage of Texas. Scholars explore the concepts of time, place and space, change, systems, and global awareness as they develop skills including technical and investigative skills for gathering and interpreting information, analytical and decision making skills, and the ability to organize and present knowledge and analysis both in writing and orally.

MYP United States History 8 (Pre-Columbian – Reconstruction)

TEA #03343100 PS #SS2003K1
Grade Level: 8 Semesters: 2
Prerequisite: None Credit: 0

In this survey of United States history from the pre-Columbian era through 1877, scholars examine the historical foundations of current American society, investigating a variety of political, economic, social, cultural and technological developments. Scholars explore the concepts of time, place and space, change, systems, and global awareness as they develop skills including technical and investigative skills for gathering and interpreting information, analytical and decision making skills, and the ability to organize and present knowledge and analysis both in writing and orally.

MYP World Geography

TEA #03320100 PS #ss2100K1
Grade Level: 9 Semesters: 2
Prerequisite: None Credit: 1

In this course scholars study other nations and cultures within a framework that is designed to develop a global perspective. The contemporary world and current events are examined through a regional approach that illustrates various themes of Geography, such as location, region, human environment interaction and migration. The political, economic, social and cultural aspects of the regions of the world are also examined, as are selected historical events that have helped to shape the character of each region. Scholars explore the concepts of time, place and space, change, systems, and global awareness as they develop skills including technical and investigative skills for gathering and interpreting information, analytical and decision making skills, and the ability to organize and present knowledge and analysis both in writing and orally. The final objective is for scholars to learn and understand various viewpoints of the many nations and cultures of the world, building a sense of being members of a global community with shared interests and responsibilities. This course satisfies the World Geography graduation requirement.

AP Human Geography

* QPs Awarded *

TEA #A3360100 PS #SS2101P1
Grade Level: 9 Semesters: 2
Prerequisite: None Credit: 1

This course conforms to College Board guidelines for AP Human Geography. In this course scholars study other nations and cultures within a framework that is designed to develop a global perspective and prepare scholars for the AP exam in May. The contemporary world and current events are examined through a regional approach that illustrates various themes of Geography, such as location, region, human environment interaction and migration. The political, economic, social and cultural aspects of the regions of the world are also examined, as are selected historical events that have helped to shape the character of each region. Scholars explore the concepts of time, place and space, change, systems, and global awareness as they develop skills including technical and investigative skills for gathering and interpreting information, analytical and decision making skills, and the ability to organize and present knowledge and analysis both in writing and orally. The final objective is for scholars to learn and understand various viewpoints of the many nations and cultures of the world, building a sense of being members of a global community with shared interests and responsibilities. Scholars are required to take the AP exam at the end of the year. This course satisfies the World Geography graduation requirement.

MYP World History

TEA #03340400 PS #SS2600K1
Grade Level: 10 Semesters: 2
Prerequisite: None Credit: 1

In World History, scholars examine major world events and historical trends from the pre-historic era and Neolithic revolution to the present. The political, economic, social, cultural and technological aspects of world history are explored. Although European and US history play a part in this course, an emphasis is placed upon historical developments in the other major regions of the world. Scholars explore the concepts of time, place and space, change, systems, and global awareness as they develop skills including technical and investigative skills for gathering and interpreting information, analytical and decision making skills, and the ability to organize and present knowledge and analysis both in writing and orally. This course fulfills the World History graduation requirement.

AP World History

* QPs Awarded *

TEA #A3370100

PS #SS2600P1

Grade Level: 10

Semesters: 2

Prerequisite: None

Credit: 1

This course conforms to College Board guidelines for AP World History and surveys the evolution of global processes and contacts, in interaction with different types of human societies from the pre-historic era to the present. Scholars explore the concepts of time, place and space, change, systems, and global awareness as they develop skills including technical and investigative skills for gathering and interpreting information, analytical and decision making skills, and the ability to organize and present knowledge and analysis both in writing and orally. An emphasis is placed upon developing college-level abilities of analysis and writing, and upon the completion of the course, scholars are required to take the AP World History exam. Passing scores on this exam are widely accepted for college credit. This course satisfies the World History graduation requirement.

United States History

TEA # 03340100

PS #SS2500S1

Grade Level: 11

Semesters: 2

Prerequisite: None

Credit: 1

This course includes a survey of the history of the United States from European colonization to the present. Scholars investigate the impact of significant people, issues, and events upon the social, political, cultural and economic development of the United States today. Scholars explore the concepts of time, place and space, change, systems, and global awareness as they develop skills including technical and investigative skills for gathering and interpreting information, analytical and decision making skills, and the ability to organize and present knowledge and analysis both in writing and orally. This course satisfies United States History graduation requirement and is co-seated with AP United States History.

AP United States History

* QPs Awarded *

TEA # A3340100

PS #SS2500P1

Grade Level: 11

Semesters: 2

Prerequisite: None

Credit: 1

This course conforms to College Board requirements and topics for AP U.S. History, covering United States History from European colonization to the present, with comparative links made with Latin American and Canadian history where appropriate. The span of history is explored along three themes: intellectual and cultural history, political and diplomatic history and social and economic history. Scholars explore the concepts of time, place and space, change, systems, and global awareness as they develop skills including technical and investigative skills for gathering and interpreting information, analytical and decision making skills, and the ability to organize and present knowledge and analysis both in writing and orally. An emphasis is placed upon college-level analysis and writing skills, both through in-class essays and a major research paper known as the Historical Investigation. Upon the completion of the US History AP course, scholars are required to take the AP U.S. History exam. Passing scores on this exam are widely accepted for college credit. Note: the content of this course meets AP U.S. History requirements as well as those for IB History of the Americas for senior IB candidates. This course satisfies the US History graduation requirement.

History: 20th Century World History Topics

TEA #03380001

PS #SS2410S2

Grade Level: 12

Semesters: 2

Prerequisite: United States History

Credit: 1

20th Century World Topics is a 12th grade history course which covers comparative themes of world history from the 18th through the 20th centuries. These themes include peacemaking, peacekeeping – international relations, 1918-36 (Paris Peace Settlement after WW I); causes, practices, and effects of wars (consequences of WW II); origins and development of authoritarian and single-party states (People’s Republic of China); The Cold War (policy of containment); decolonization and independence movements in Africa and Asia (case study - Vietnam); Arab-Israeli Conflict 1945-79 (oil becomes a weapon); Communism in crisis 1976-89 (failure of command economies); and aspects of the history of the Americas (Cuba and Argentina). Throughout the course emphasis will be placed on the development of appropriate social studies skills including the written analysis of historical documents.

IB History: Americas, HL * QPs Awarded *

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| TEA #I3301300 | | PS #SS259111 |
| Grade Level: 12 | | Semesters: 2 |
| Prerequisite: AP United States History | | Credit: 1 |

IB History HL is the second year of the IB History Higher Level course (The first year is AP United States History). This second year is designed to reinforce IB History concepts from the first year, including comparative themes of United States, Latin American, and Canadian history from the 18th through the 20th centuries. Scholars will explore twentieth century world history in greater depth with a focus upon the topics of the rise and rule of single party states and the Cold War. In exploring these topics scholars will examine the political, economic, and social characteristics of single party states such as the Soviet Union, Perónista Argentina and Cuba under Castro, and will examine the course of the Cold War from 1945 to 1991. Scholars are expected to do considerable amount of reading in both the major text and in supplementary sources, which will include the writings of various historians expert in the topics of study and scholar examination of the interplay between these historians’ opinions and analysis. Additionally, scholars will refine their skills in the analysis of historical documents and the expression of their analysis of events in writing. Scholars will complete a Historical Investigation as an Internal Assessment, and at the end of the course scholars must sit for the IB History Higher Level exam papers 1, 2 and 3.

US Government

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| TEA #03330100 | | PS #SS2200S2 |
| Grade Level: 11 | | Semester: 1 |
| Prerequisite: None | | Credit: .5 |

This course combines a study of federalism, separation of powers, influences on the formulation and adoption of the U.S. Constitution, political parties and elections, interest groups, institutions and policy processes and civil liberties and civil rights along with an overview of political philosophy. This course satisfies the Government graduation requirement.

AP Government & Politics: United States * QPs Awarded *

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|--------------------|--|--------------|
| TEA #A3330100 | | PS #SS2202P2 |
| Grade Level: 11 | | Semester: 1 |
| Prerequisite: None | | Credit: .5 |

This course conforms to College Board requirements and topics for AP Government. The course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Scholars are required to sit for the AP Government exam in May of the following semester.

Economics

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| TEA #03310300 | | PS #EC2200S2 |
| Grade Level: 12 | | Semester: 1 |
| Prerequisite: None | | Credit: .5 |

This course combines a study of Economics and of how society maximizes its use of limited resources. This course covers fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics and international economic relationships. Emphasis is placed on the scholar’s ability to analyze critically and to make decisions that concern public issues. This course satisfies the Economics graduation requirement.

AP Macroeconomics * QPs Awarded *

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| TEA #A3310200 | | PS #SS2201P2 |
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Grade Level: 12 Semester: 1
Prerequisite: None Credit: .5

This course conforms to College Board requirements and topics for AP Macroeconomics. This course combines a study of Economics and of how society maximizes its use of limited resources. This course covers fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics and international economic relationships. Emphasis is placed on the scholar's ability to analyze critically and to make decisions that concern public issues. This course satisfies the Economics graduation requirement. Scholars are required to sit for the AP Macroeconomics exam at the end of the semester.

IB Economics HL 2 * QPs Awarded *

TEA #I3303200 (ending in year 2020) PS #EC2296I1
Grade Level: 12 Semester: 4
Prerequisite: IB Economics HL 1 Credit: 2

This course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments, and societies. These economic theories are not to be studied in a vacuum; rather they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development, and environmental sustainability. The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as scholars are required to consider and reflect on human end-goals and values. This course encourages students to develop international perspectives, fosters a concern for global issues, and raises scholars' awareness of their own responsibilities at a local, national, and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world. Candidates study four topics: microeconomics, macroeconomics, international economics, and development economics. These sections are assessed by three external examinations and an internal assessment required for each scholar. Scholars must also produce a portfolio of three commentaries based on articles from published news media.

Theory of Knowledge 11 * QPs Awarded *

TEA #13000100 PS # SS2400I1
Grade Level: 11 Semesters: 1
Prerequisite: none Credit: .5

This course is completed in the spring semester of the junior year. Through critical thinking and analysis, scholars will develop connections between major disciplines or Areas of Knowledge, in terms of what accounts for actual knowledge versus mere "knowledge claims". The Areas of Knowledge are the Arts, History, Indigenous Knowledge Systems, Religious Knowledge Systems, Mathematics, Natural Sciences and Human Science. Scholars will also consider cultural perspectives and how these perspectives influence the way that people interpret things and may come to know and/or believe things. The structure of the class will include lectures, debates, a substantial amount of reading and class discussions, and both oral presentations and the writing of several papers. Scholar will research and write a 4000 word paper that will be due at the end of the senior course. This course satisfies the Theory of Knowledge requirement for the IB Diploma Program and the North Hills Humanities graduation requirement.

Theory of Knowledge 12 * QPs Awarded *

TEA #13000100 PS # SS2400I2
Grade Level: 12 Semesters: 1
Prerequisite: Theory of Knowledge 11 Credit: .5

This course is completed in the fall semester of the senior year. Through critical thinking and analysis, scholars will develop connections between major disciplines or Areas of Knowledge, in terms of what accounts for actual knowledge versus mere "knowledge claims". The Areas of Knowledge are the Arts, History, Indigenous Knowledge Systems, Religious Knowledge Systems, Mathematics, Natural Sciences and Human Science. Scholars will also consider cultural perspectives and how these perspectives influence the way that people interpret things and may come to know and/or believe things. The structure of the class will include lectures, debates, a substantial amount of reading and class discussions, and both oral presentations and the writing of several papers. All full candidate DP scholars must submit an IA (presentation) and a ToK essay for external evaluation. This course satisfies the Theory of Knowledge requirement for the IB Diploma Program and the North Hills Humanities graduation

requirement.

Technology Education

MYP Introduction to Technology

TEA # 02670060

Grade Level: 6

Prerequisite: None

PS #TA2001K1

Semesters: 2

Credit: 0

This is a one year course that guides scholars in acquiring skills to enable them to perform at a higher academic level, learn efficiently and communicate powerfully through technology. Scholars will collaborate with teachers to develop the ability to integrate acquired knowledge and personal experiences, develop organizational skills and superior study habits. Scholars will utilize the Design Cycle to enhance their critical thinking skills and problem solving abilities. The aim of this course is to introduce, practice, and support the Design Cycle in all aspects of the Grade 6 curriculum. Scholars will be introduced to computer applications through Microsoft Word and Excel. They will begin touch keyboarding for technique, speed and accuracy. Assignments in the class will utilize the scholars' computer applications to demonstrate their knowledge of the Design Cycle.

MYP Technology Applications

TEA # 03580100

Grade Level: 7 (1st semester) and 8 (2nd semester)

Prerequisite: None

PS #TA2002K1

Semesters: 2

Credit: 0

This course provides fundamental concepts and operational skills related to computer systems. Scholars will review keyboarding early in the course to be sure they have sufficient keyboarding skills to succeed in the class. Touch keyboarding for technique, speed and accuracy are emphasized. Hands-on units cover such topics as word-processing, database, spreadsheet, integrating, desktop publishing, developing multimedia presentations, 3-D design and animation, graphics, telecommunications and networking. The concepts and skills associated with the social implications of computers are explored, including responsible use of computer systems and social ramifications of computer applications related to privacy, values and reliability of systems. The scholars' knowledge of the Design Cycle is further enhanced. Scholars will practice and demonstrate critical thinking skills, problem solving skills, and communication skills through the use of technology. While following the Design Cycle, activities will include computer-based information, as well as human ingenuity.

Career and Technology Education (CTE)

Professional Communication

TEA #13009900

Grade Level: 9-10

Prerequisite: none

PS #CT2CV0S2

Semesters: 1

Credit: 0.5

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, scholars will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. The scholars' knowledge of the Design Cycle is further enhanced. Scholars will practice and demonstrate critical thinking skills, problem solving skills, and communication skills through the use of technology. While following the Design Cycle, activities will include computer-based information, library research skills, as well as human ingenuity.

Interpersonal Studies

TEA # 13024400

Grade Level: 9-10

Prerequisite: none

PS #CT2JC0S1

Semesters: 1

Credit: 0.5

This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services. The scholars' knowledge of the Design Cycle is further enhanced. Scholars will practice and demonstrate critical thinking skills, problem solving skills, and communication skills through the use of technology. While following the Design Cycle, activities will include computer-based information, library research skills, as well as human ingenuity.

Web Technologies

| | | |
|---------------|--|---------------|
| TEA #03020000 | | PS # CT2KH0D1 |
| Grade Level: | 10-12 | Semesters: 2 |
| Prerequisite: | Professional Communication & Interpersonal Studies | Credit: 1 |

Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

Principles of Art, Audio Video Technology

| | | |
|----------------|--|---------------|
| TEA # 13008200 | | PS # CT2CA0S1 |
| Grade Level: | 10-12 | Semesters: 2 |
| Prerequisite: | Professional Communication & Interpersonal Studies | Credit: 1 |

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success, scholars will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design. The scholar applies academic knowledge and skills in art and design projects. The scholar is expected to apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures, Programs, posters, flyers, and magazine covers; and apply mathematics knowledge and skills by identifying whole numbers, decimals, and fractions applied to measurement and scale; demonstrating knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve a problem.

Audio Video Production

| | | |
|----------------|---|---------------|
| TEA # 13008500 | | PS # CT2CD0S1 |
| Grade Level: | 11-12 | Semesters: 2 |
| Prerequisite: | Professional Communication & Interpersonal Studies either Web Technologies or Principals of Art, Audio Visual Production | Credit: 1 |

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, scholars will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities.

Commercial Photography

| | | |
|----------------|---|---------------|
| TEA # 13009100 | | PS # CT2CL0S1 |
| Grade Level: | 11-12 | Semesters: 2 |
| Prerequisite: | Professional Communication & Interpersonal Studies and either Web Technologies or Principals of Art, Audio Visual Production | Credit: 1 |

Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, scholars will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

Graphic Design

TEA # 13008800

PS # CT2370S1

Grade Level: 11-12

Semesters: 2

Prerequisite: Professional Communication & Interpersonal Studies and
either Web Technologies or Principals of Art, Audio Visual Production

Credit: 1

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success, scholars will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. The scholar applies academic knowledge and skills in art and design projects. The scholar is expected to apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures, Programs, posters, flyers, and magazine covers; and apply mathematics knowledge and skills by identifying whole numbers, decimals, and fractions applied to measurement and scale; demonstrating knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve a problem.

Anatomy and Physiology (1 Science Credit)

TEA #13020600

PS #CT2HF0S1

Grade Level: 11 or 12

Semesters: 2

Prerequisite: Professional Communication & Interpersonal Studies,
Biology, and Chemistry

Credit: 1

In Anatomy and Physiology, scholars conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Scholars in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. The scholar conducts investigations, for at least 40% of instructional time, using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom.

Forensic Science (1 Science Credit)

TEA #13029500

PS #CT2LD0S1

Grade Level: 11 or 12

Semesters: 2

Prerequisite: Professional Communication & Interpersonal Studies,
Biology, and Chemistry

Credit: 1

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Scholars will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, scholars will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Scholars will learn the history, legal aspects, and career options for forensic science.

Academic Honesty Policy

At Uplift North Hills Preparatory, we expect our scholars to be honest in all of their academic work. By enrolling at UNHP, scholars agree to adhere to high standards of academic honesty and integrity through the scholar compact. Failure to comply with this compact and the school's code of conduct may result in academic and disciplinary action, up to and including expulsion from the school. As members of our community, scholars also have the ethical obligation to report violations of the academic honesty policies they witness to the school administration. All scholars have an ethical obligation to abide by the following Academic Honesty Policies:

- Each scholar is required to subscribe to the policies upon registration each year by signing the scholar compact.
- Each scholar is required to upload all documents (where required by the teacher) to Turnitin.com and cite all used sources.
- Scholars adjudged to have committed a violation of the academic honesty policy or a violation of the code of conduct may receive a "0" for the assignment with no opportunity to retake/make up the grade and be subject to discipline up to expulsion.
- Legitimate collaboration between a scholar and a tutor and/or peer shall not be considered a violation. However, it is the responsibility of the scholar to ensure that the work submitted is his/her own.
- Violations of the policy include but are not limited to the following:
 - **Cheating**: Improper taking or tendering of any information or material which shall be used to determine academic credit. Examples include but are not limited to the following:
 - Copying from another scholar's test, homework, or assignments of any kind;
 - Each scholar must complete all daily homework in his/her own handwriting unless the teacher designates otherwise;
 - Allowing another scholar to copy from a test, homework, or any other assignment of any kind;
 - Using unauthorized materials during a test, such as notes, a book, a phone, formula lists, including stored data in a calculator;
 - Collaborating during an in-class or take-home test or assignment with any other person by giving or receiving information without authority; and/or
 - Having another individual write or plan a paper.
 - **Plagiarism**: The attempt to represent the work of another as one's own work. This relates to written and oral works, computer based work, and/or music and media. Examples include:
 - Quoting another person's actual words;
 - Failing to accurately document information obtained on the World Wide Web; and/or
 - Submitting someone else's paper as one's own.
 - **Academic Misconduct**: The intentional violation of the academic policy by tampering with grades or distributing any part of a test or test answers. Examples include:
 - Continuing to work on an exam or project after the specified time has elapsed;
 - Asking any other scholar to obtain a test or test information;
 - Selling or giving away all or part of a test and test answers;
 - Sharing or using a calculator or computer that has answers displayed or stored in the memory; and/or
 - Being in possession of an electronic device not authorized during a test.

These policies are aligned with the North Hills Preparatory Code of Conduct. Further information about scholar responsibilities and procedures may be found in the official Scholar Handbook on-line at www.northhillsprepartory.org.