

# UTICA ACADEMY OF INTERNATIONAL STUDIES (IB) DEPARTMENT



Arts &  
Communications



Business, Management  
Marketing & Technology



Health  
Science



Engineering/Manufacturing  
& Industrial Technology



Human  
Services



Natural Resources  
& Agriscience

VPAA – Meets Visual, Performing & Applied Arts Requirement

OLE – Meets Online Learning Experience Requirement

GR/MMC – Meets Graduation Requirements based on Michigan Merit Curriculum

## **UNIQUE IB REQUIREMENTS**

### **IB THEORY OF KNOWLEDGE** – A-C400/410

11, 12

1.5 credits

The TOK course, a flagship element in the Diploma Program, encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

TOK activities and discussions aim to help students discover and express their views on knowledge issues. The course encourages students to share ideas with others and to listen to and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Connections may be made between knowledge encountered in different Diploma Program subjects, in CAS experience or in extended essay research; distinctions between different kinds of knowledge may be clarified. Because the subject matter of the course is defined in terms of knowledge issues, there is no end to the valid questions that may arise in a TOK course. This guide consists mainly of questions that have been found to stimulate appropriate TOK inquiry. It would not be possible or desirable to include them all in a course of 100 hours spread over the two years of the Diploma Program, though it is expected that all sections of the guide will be covered to some extent.

The guide is organized in four broad categories: knowledge issues, knower's and knowing; ways of knowing; areas of knowledge; and linking questions. The categories are not intended to indicate a teaching sequence. There are many different ways to approach TOK.

### **IB CREATIVITY, ACTION, SERVICE**

11, 12

NO CREDITS (150 hours)

Creativity, action, service (CAS) is at the heart of the Diploma Program. It is one of the three essential elements in every student's Diploma Program experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Program. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

- Creativity: arts, and other experiences that involve creative thinking.
- Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Program.
- Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Program. A good CAS program should be both challenging and enjoyable, a personal journey of self discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life changing.

**IB EXTENDED ESSAY**

11, 12

NO CREDITS (4000 words)

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Program subjects—normally one of the student’s six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is recommended that completion of the written essay is followed by a short, concluding interview, or viva voce, with the supervisor.

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject. The extended essay is:

- compulsory for all Diploma Program students
- externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB diploma
- a piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school
- chosen from the list of approved Diploma Program subjects, published in the Handbook of procedures for the Diploma Program
- presented as a formal piece of scholarship containing no more than 4,000 words
- the result of approximately 40 hours of work by the student
- concluded with a short interview, or viva voce, with the supervising teacher (recommended).

**GROUP 1 - ENGLISH LANGUAGE ARTS (LANGUAGE A) 4 CREDITS**

**HONORS ENGLISH 9 – A-B020**

9

1.0 credit

English 9 (IB) is designed to ensure that every Academy student becomes proficient in English as a first language. Academy English Language Arts courses will focus on the same state standards for the 9th and 10th grade years, but will do so with a definitively global focus. Students will enjoy classics of western literature, but their course work will be augmented by international works from Asia, Latin America, South America, Middle Eastern, Indian and other classics of the non-western world. Course work is designed to help students appreciate the complexities of language and prepare them for the unique series of International Baccalaureate oral and written examinations. A specific aim is to engender a lifelong interest in literature and a love for the elegance and richness of human expression.

**HONORS ENGLISH 10 – A-B040**

10

1.0 credit

Building on skills learned and literary concepts studied in English 9 (IB), English 10 (IB) will expand on this study of world literature. This study, therefore, can be seen as a study of all the complex pursuits, anxieties, joys and fears that human beings are exposed to in the daily business of living. The course will enable an exploration of one of the more enduring fields of human creativity and artistic ingenuity, and provide immense opportunities for encouraging independent, original, critical and clear thinking. It will promote a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. The discussion of literature is itself an art which requires the clear expression of ideas both orally and in writing.

**IB ENGLISH HL/SL (1 & 2) – A-B070/090**

11, 12

2.0 credit

The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Through the study of a wide range of literature, the language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

Language A: literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into four parts, each with a particular focus.

- Part 1: Works in translation
- Part 2: Detailed study
- Part 3: Literary genres
- Part 4: Options (in which works are freely chosen)

**SPEECH COMMUNICATION I – B840**

10, 11, 12

.5 credit

The purpose of this course is to develop effective communicators. Students will demonstrate appropriate speaking and listening skills in both formal and informal communication situations. The emphasis in the course is frequent speaking experiences that build student confidence. Given the value of oral communication skills in high school and beyond, students should complete this course early in their high school careers.

**FORENSICS – B851**

10, 11, 12

1.0 credit

This is a demanding course for motivated students who have demonstrated an interest in individual or group competition outside of school. Research, interpretation, presentation, evaluation and coaching sessions are offered in public address categories such as informative, oratory, impromptu, extemporaneous, broadcast speaking as well as in oral-interpretation events such as prose, poetry, drama, humor, and children's literature. Students may take this class for credit more than once.

**DEBATE – B860**

10, 11, 12

1.0 credit

This is a demanding speech course for motivated students who have demonstrated the verbal and intellectual ability to learn and practice analytical thinking, to gather and evaluate information, and to study and discuss current topics of importance. Since the course involves actual debate competitions outside the classroom, students entering the debate class must be willing and able to participate in these co-curricular activities.

**NEWSPAPER – B900** 10, 11, 12 1.0 credit

The main objective of the class is to produce the school paper. The course includes writing of news, feature and sports stories, editorials, photography, advertising, copy preparation, and layout. Students should be able to stay after school when needed to meet publication deadlines. In addition, students are required to sell advertisements for their publication. Students may take this class for credit more than once.

**YEARBOOK – B920** 10, 11, 12 1.0 credit

The main objective of the class is to produce the school yearbook. The course includes interviewing, copywriting, photographing school events, designing layouts and graphics, advertising, and fund raising. Students should be able to stay after school when needed to meet publication deadlines. In addition, students are required to sell advertisements for their publication. Students may take this class for credit more than once.

**GROUP 2 – WORLD LANGUAGES (LANGUAGE B) 4 CREDITS**

**FRENCH I – A-F010** 9 1.0 credit

French I (IB) is the study of French language with equal emphasis on the five ACTFL standards communication, cultures, connections, comparisons and communities, which cover speaking, writing and cultural interaction and relevance. Second language learning will concentrate on bringing new vocabulary and grammar into meaningful communicative situations. Students will be introduced to the French-speaking people and their customs and traditions by means of video, audio, and computer technology. Regular use of the language lab will be an integral part of the curriculum. Frequent listening and speaking activities will enhance students' ability to communicate in French. Cultural studies will include French cuisine, schools, family life, calendar, music, famous people, religion, art, geography and global influence.

**FRENCH II – A-F020** 9, 10 1.0 credit

French II (IB) is the study of French language with equal emphasis on the five ACTFL standards communication, cultures, connections, comparisons and communities, which cover speaking, writing and cultural interaction and relevance. Second language learning will immerse students in new vocabulary and grammar and require them to utilize that information in meaningful communicative situations. Students will be introduced to the French-speaking people and their customs and traditions by means of video, audio, and computer technology. Regular use of the language lab will be an integral part of the curriculum. More advanced and lengthy listening and speaking activities and assessments will enhance students' ability to communicate in French and begin preparing them for the IB exit examinations. Cultural studies will include French cuisine, schools, family life, calendar, music, famous people, religion, art, geography and global influence. Students must have completed French I (IB) or have approval of instructor prior to entering this course.

**FRENCH III – A-F030** 10, 11 1.0 credit

French III (IB) is the study of French language with equal emphasis on the five ACTFL standards communication, cultures, connections, comparisons and communities, which cover speaking, writing and cultural interaction and relevance. Students should expect to be taught with little to no first language assistance at this level. Second language learning will immerse students in new vocabulary and grammar and require them to utilize that information in meaningful communicative situations. Students will be introduced to the French-speaking people and their customs and traditions by means of video, audio, and computer technology. Regular use of the language lab will be an integral part of the curriculum. More complex and challenging listening and speaking activities and correlative assessments will enhance students' ability to communicate in French and begin preparing them for the IB exit examinations. Cultural studies will include French cuisine, schools, family life, calendar, music, famous people, religion, art, geography and global influence. Students must have completed French II (IB) or have approval of instructor prior to entering this course.

**IB FRENCH HL/SL (1, 2 & 3) – A-F030/040/050**

11, 12

2.0 credits

The focus of the French language B course (IB1) is to promote language acquisition and proficiency for functional communication in a variety of situations. Students will be able to understand and use French appropriately in a range of contexts and for a variety of purposes. The course builds upon the four basic language skills: listening, speaking, reading and writing acquired in French I, II and III. Over the course of the two years students will encounter a broad range of topics, with material selected to show the use of French in a variety of contexts. These will also provide the opportunity for students to show their comprehension of the material and respond orally or by using an appropriate style of writing. The aim of the course is to foster a better understanding of the French language and French culture, as well as enlightening students to the depth and breadth of the French-speaking world. During the two years, students should become confident users of the language in a variety of different situations.

The course will focus on the four key skills required to achieve this: speaking, reading, listening and writing. The work covered will enable students to encounter the language as it is used by French speakers around the world. The breadth of material presented is intended to generate a greater awareness of the diversity of lifestyles and viewpoints within the francophone world. In the context of IB French, the successful use of language consists of demonstrating competence in three distinct, but interrelated areas:

- Language (handling the language accurately: grammar, syntax, etc)
- Cultural Interaction (selecting language appropriate to a particular culture and social context)
- Message (understanding ideas and how they are organized in order to communicate them appropriately)

**SPANISH I – A-F210**

9

1.0 credit

Spanish I (IB) is the study of Spanish language with equal emphasis on the five ACTFL standards communication, cultures, connections, comparisons and communities, which cover speaking, writing and cultural interaction and relevance. Second language learning will immerse students in new vocabulary and grammar and require them to utilize that information in meaningful communicative situations. Students will be introduced to the Spanish-speaking people and their customs and traditions by means of video, audio, and computer technology. Regular use of the language lab will be an integral part of the curriculum. Frequent listening and speaking activities will enhance students' ability to communicate in Spanish. Cultural studies will include Spanish cuisine, schools, cultural life, calendar, music, famous people, religion, art, geography and global influence.

**SPANISH II – A-F220**

9, 10

1.0 credit

Spanish II (IB) is the study of Spanish language with equal emphasis on the five ACTFL standards communication, cultures, connections, comparisons and communities, which cover speaking, writing and cultural interaction and relevance. Second language learning will immerse students in new vocabulary and grammar and require them to utilize that information in meaningful communicative situations. Students will be introduced to the Spanish-speaking people and their customs and traditions by means of video, audio, and computer technology. Regular use of the language lab will be an integral part of the curriculum. More advanced and lengthy listening and speaking activities and assessments will enhance students' ability to communicate in Spanish and begin preparing them for the IB exit examinations. Cultural studies will include Spanish cuisine, schools, family life, calendar, music, famous people, religion, art, geography and global influence. Students must have completed Spanish I (IB) or have approval of instructor prior to entering this course.

**SPANISH III – A-F230**

10, 11

1.0 credit

Spanish III (IB) is the study of Spanish language with equal emphasis on the five ACTFL standards communication, cultures, connections, comparisons and communities, which cover speaking, writing and cultural interaction and relevance. Students should expect to be taught with little to no first language assistance at this level. Second language learning will immerse students in new vocabulary and grammar and require them to utilize that information in meaningful communicative situations. Students will be introduced to the Spanish-speaking people and their customs and traditions by means of video, audio, and computer technology. Regular use of the language lab will be an integral part of the curriculum. More complex and challenging listening and speaking activities and correlative assessments will enhance students' ability to communicate in Spanish and begin preparing them for the IB exit examinations. Cultural studies will include Spanish cuisine, schools, family life, calendar, music, famous people, religion, art, geography and global influence. Students must have completed Spanish II (IB) or have approval of instructor prior to entering this course.

**IB SPANISH HL/SL (1, 2 & 3) – A-F230/240/250**

11, 12

2.0 credits

Spanish Language B is a two year language course conducted entirely in Spanish which will be offered to juniors and seniors who have already taken two or three years of Spanish. Students will be able to demonstrate ability to:

- Communicate clearly and effectively in a range of situations
- Understand and use accurately oral and written forms of the language that are commonly encountered in a range of situations
- Understand and use a range of vocabulary in common usage
- Select a register that is generally appropriate to the situation
- Express ideas with clarity and some fluency
- Structure arguments in a generally clear, coherent and convincing way
- Understand and respond appropriately to written and spoken material of average difficulty
- Show an awareness of, and sensitivity to, elements of the culture related to the language studied

This course will focus on the four primary language skills: listening, speaking, reading, and writing. In addition, a cultural component will be included as the students will be encouraged to be global citizens and learn more about the increasingly globalized world in which we live. The instructional materials, activities, assignments, and assessments used in the course are comparable to a 5th and 6th semester college Spanish language course. This course will help students to be effective communicators in the target language through their understanding of not only the proper form to use, but when and in what situation the language is appropriate. The language will not be taught in a void, rather in cultural and social contextualized situations. There will be regular practice of the interpersonal, presentational and interpretive modes of communication.

**JAPANESE I – A-F310**

9

1.0 credit

Japanese I (IB) is the study of Japanese language with equal emphasis on the five ACTFL standards communication, cultures, connections, comparisons and communities, which cover speaking, writing and cultural interaction and relevance. Second language learning will immerse students in new vocabulary and grammar and require them to utilize that information in meaningful communicative situations. Students will be introduced to the Japanese-speaking people and their customs and traditions by means of video, audio, and computer technology. Regular use of the language lab will be an integral part of the curriculum. Frequent listening and speaking activities will enhance students' ability to communicate in Japanese. Cultural studies will include Japanese cuisine, schools, cultural life, calendar, music, famous people, religion, art, geography and global influence. Japanese language learning will also focus on the unique pictorial nature of the Japanese written language and its cultural significance.

**JAPANESE II – A-F320**

9, 10

1.0 credit

Japanese II (IB) is the study of Japanese language with equal emphasis on the five ACTFL standards communication, cultures, connections, comparisons and communities, which cover speaking, writing and cultural interaction and relevance. Second language learning will immerse students in new vocabulary and grammar and require them to utilize that information in meaningful communicative situations. Students will be introduced to the Japanese-speaking people and their customs and traditions by means of video, audio, and computer technology. Regular use of the language lab will be an integral part of the curriculum. More advanced and lengthy listening and speaking activities and assessments will enhance students' ability to communicate in Japanese and begin preparing them for the IB exit examinations. Cultural studies will include Japanese cuisine, schools, family life, calendar, music, famous people, religion, art, geography and global influence. Japanese language learning will also focus on the unique pictorial nature of the Japanese written language and its cultural significance. Students must have completed Japanese I (IB) or have approval of instructor prior to entering this course.

**JAPANESE III - A-F330**

10, 11

1.0 credit

Japanese III (IB) is the study of Japanese language with equal emphasis on the five ACTFL standards communication, cultures, connections, comparisons and communities, which cover speaking, writing and cultural interaction and relevance. Students should expect to be taught with little to no first language assistance at this level. Second language learning will immerse students in new vocabulary and grammar and require them to utilize that information in meaningful communicative situations. Students will be introduced to the Japanese-speaking people and their customs and traditions by means of video, audio, and computer technology. Regular use of the language lab will be an integral part of the curriculum. More complex and challenging listening and speaking activities and correlative assessments will enhance students' ability to communicate in Japanese and begin preparing them for the IB exit examinations. Cultural studies will include Japanese cuisine, schools, family life, calendar, music, famous people, religion, art, geography and global influence. Japanese language learning will also focus on the unique pictorial nature of the Japanese written language and its cultural significance. Students must have completed Japanese II (IB) or have approval of instructor prior to entering this course.

**IB JAPANESE HL/SL (1, 2 & 3) – A-F330/340/350**

11, 12

2.0 credits

Japanese Language B SL is a two year language course conducted entirely in Japanese which will be offered to juniors and seniors who have already taken two or three years of Japanese. It is designed to provide students with opportunities to refine and enhance their abilities to express themselves accurately and resourcefully in written and spoken Japanese. Students in Japanese Language B SL will focus on further developing and refining the four primary skills in language learning – reading, writing, listening and speaking. All of the activities will be embedded in culturally authentic materials from an array of sources and media including authentic literature, movies, magazines and news articles, popular music and other regalia. The materials, topics and resources of the class will be drawn from a variety of authentic cultural texts focusing on all aspects and issues of Japanese culture, including traditional and modern culture. By using a variety of materials, students will be exposed to different texts and registers in which they will be expected to communicate. As far as possible the students will learn vocabulary and grammatical structures within the context of other activities, such as oral activities or the reading of authentic texts. The students will be expected to then use the vocabulary and structures within a range of situations and purposes for which Japanese is normally used, such as work and social relationships. Their competence will involve an understanding of the following interrelated areas:

- Language: The ability to handle the language system accurately using appropriate syntax, grammar, pronunciation, etc.
- Cultural interaction: The ability to select language and register appropriate to a particular cultural and social context.
- Message: The ability to understand ideas and how they are organized in order to communicate them appropriately and effectively.

**MANDARIN I – A-F410**

9

1.0 credit

The Mandarin Chinese I (IB) course is a yearlong course available to students who will be attending the Utica Academy of International Studies. The focus of this course is to offer students a rigorous introductory level course that will allow them to develop proficiency in reading, writing, speaking and listening in Mandarin Chinese. Students will begin to explore the culture of China as well as its geography, history, and current events. Students will also explore the culture as it is interwoven through language and literature lessons. In addition, this course is meant to prepare students for the next course in the sequence, Mandarin Chinese II.

**MANDARIN II – A-F420**

10

1.0 credit

The Mandarin Chinese II (IB) course is a yearlong course available to students who will be attending the Utica Academy of International Studies. The focus of this course is to offer students a rigorous course that will allow them to develop proficiency in reading, writing, speaking and listening in Mandarin Chinese. This course will build on studies and curriculum beginning in Mandarin I and will expand Chinese cultural and linguistic awareness and aptitude. Students will continue exploration of Chinese culture, geography, history, and current events. Students will also explore the culture as it is interwoven through language and literature lessons. In addition, this course is meant to prepare students for the next course in the sequence, IB Language B Mandarin SL.

**IB MANDARIN HL/SL (1 & 2) – A-F430/440**

11, 12

2.0 credits

The aims of the IB Mandarin courses are to The aims of group 2 are to develop students' intercultural understanding enabling students to understand and use the language they have studied in a range of contexts and for a variety of purposes, encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures, develop students' awareness of the role of language in relation to other areas of knowledge, develop students' awareness of the relationship between the languages and cultures with which they are familiar, provide students with a basis for further study, work and leisure through the use of an additional language, and provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language. There are six assessment objectives for the language B course. Students will be assessed on their ability to:

1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
2. use language appropriate to a range of interpersonal and/or cultural contexts
3. understand and use language to express and respond to a range of ideas with accuracy and fluency
4. organize ideas on a range of topics, in a clear, coherent and convincing manner
5. understand, analyze and respond to a range of written and spoken texts
6. understand and use works of literature written in the target language of study (HL only).

**GROUP 3 – INDIVIDUALS AND SOCIETIES (SOCIAL STUDIES) 4 CREDITS****HISTORY OF WORLD CIVILIZATIONS I – A-C030**

9

1.0 credit

In order to align the Utica Community Schools Academy for International Studies (UAIS) to state of Michigan Secondary Social Studies curriculum as well as the International Baccalaureate Diploma Programme curriculum, the need and opportunity to develop an integrated History of World Civilizations course presented itself. This course is aimed to meet the needs of the state High School Content Expectations in World History, Government and Economics. Each of these subjects will be approached in some depth during the 11<sup>th</sup> and 12<sup>th</sup> grade History of the America's and Modern Topics courses which will be presented at future CLC meetings. The intent of this course is to assure that students have successfully learned about these three critical areas of social studies instruction within an inclusive environment that treats each of them as they ought to be, dependent on the other disciplines. It is impossible to teach government and societal structures without history, geography and economics. Conversely, it is impossible to teach economics without an understanding of the impact of history on economic development, the cost and availability of goods due to geography and the interconnectedness of world civilizations. In short, the discipline of social studies is a broad brush that covers many topics each time it touches the canvas. Rather than raise artificial borders between these subjects, this course aims to meet the philosophy of this program by integrating these curricular areas and assuring that students are learning in context and analyzing the subjects therein within that contextual environment.

**HISTORY OF WORLD CIVILIZATIONS II/AP WORLD HISTORY – A-C051AAP**

10

1.0 credit

In order to align the Utica Community Schools Academy for International Studies (UAIS) to state of Michigan Secondary Social Studies curriculum as well as the International Baccalaureate Diploma Programme curriculum, the need and opportunity to develop an integrated History of World Civilizations course presented itself. This course completes the needs of the state High School Content Expectations in World History, Government and Economics and begins an investigation into modern United States and World History. This class will culminate in the opportunity for students to take the AP World History exam during their tenth grade year. The course was explicitly designed with this end in mind and assures that students willing to take the AP World History course will be adequately prepared to do so. The teachers will submit the syllabus to the College Board for approval prior to the tenth grade year.

**IB HISTORY (HISTORY OF THE AMERICAS / 20<sup>th</sup> CENTURY TOPICS) HL/SL – A-C210/220**

11, 12

2.0 credits

IB History is a two-year course encompassing a regional study of the Americas as well as a study of twentieth century topics. The first year of IB History is meant to give students a regional study of the Americas while the second year encompasses a global study of vital twentieth century topics. Students completing the two year IB History HL program will be thoroughly prepared to excel on the IB History Diploma Program Assessment. IB History will allow students to view historical events and processes from a global perspective by incorporating a variety of international perspectives into historical study. While all of our students will live in the United States, the scope of this class goes beyond how we view our nation but rather, how we view the world and how the world views the United States. History of the Americas includes a comprehensive look at the development of the American continents including independence movements, nation-building and challenges, US Civil War, development of modern nations from 1865-1929, Emergence of Americas in global affairs from 1880-1929, the Mexican Revolution, the Great Depression, political developments post WWII, the Cold War, and civil rights movements in the Americas. The second year of IB History will consist of a study of twentieth century topics. Students will complete a detailed study the Arab/Israeli Crisis.

This prescribed subject addresses the development of the Arab–Israeli conflict from 1945 to 1979. It also requires consideration of the role of outside powers in the conflict either as promoters of tension or mediators in attempts to lessen tensions in the region. The prescribed subject requires study of the political, economic and social issues behind the dispute and the specific causes and consequences of the military clashes between 1948-9 and 1973. The nature and extent of social and economic developments within the disputed territory of Palestine/Israel within the period and their impact on the populations should also be studied. The end date for the prescribed subject is 1979 with the signing of the Egyptian–Israeli peace agreement.

<b><u>ECONOMICS</u></b> – A-C150	<b>REQUIRED CLASS</b>	11	.5 credit
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The purpose of this course is to acquaint students with the role of economics in the shaping of everyday life. Topics studied include operation of a market economy, advertising, swindles, our money system, credit, investment, personal finance, budgeting, collective bargaining, economic stability, money and banking, public policy, economic cycles, comparative economic systems, and the stock market. Economic skills will be developed using computer assisted resources.

<b><u>PSYCHOLOGY</u></b> – A-C160		10, 11, 12	.5 credit
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Psychology explores basic principles of human behavior with an emphasis on the major characteristics of mental health, theories of learning and personality development. Other topics covered are mental disorders, motivation and study skills. Traditional and modern theories of psychology will be presented.

<b><u>IB PSYCHOLOGY HL/SL</u></b> – A-C161		11, 12	2.0 credits
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As the study of behavior and experience, psychology offers an unparalleled examination into the motives and repercussions of the human condition. As the subject guide explains, "Psychology addresses these complex issues so that students can develop a greater understanding of themselves and others. It therefore offers the opportunity to focus on individuals and societies in the context of a social science, which is an integral part of the DP." The goal of this course is to increase the understanding of psychology; its methods, theory and research, with the objective of having each student excelling on the IB internal and external assessments. The course will explore the psychological facts, principles and phenomenon within perspectives, research methodologies and major subfields within psychology. The course will reinforce the Learner Profile's notions of inquiry based learning, independent thinking, and habits of mind that reflect the purpose of the Diploma Program. There are several objectives of this course. The first objective is to various world perspectives on psychology, introducing methods of research and theory of psychology and their applications to particular subfields of psychology. The second objective is to engage students actively in the field of psychology. Every student will complete an experimental study as a culmination of their learning experience in Psychology. IB Psychology focuses on the core (biological, cognitive and socio-cultural psychological analysis), options of study (abnormal, developmental, health, human relationships, or sports psychology), qualitative research methodology (HL only), and simple experimental study.

<b><u>US GOVERNMENT</u></b> – A-C180	<b>REQUIRED CLASS</b>	10	.5 credit
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US Government focuses on how governmental decisions are made, who makes them, what forces and factors influence them, and what some of the causes and effects of such decisions can be. The course covers a description and analysis of the American political system as it relates to contemporary issues and problems. Emphasis is placed on the individual responsibility of every citizen to determine the quality of our government on the federal, state and local levels.

**GROUP4 – EXPERIMENTAL SCIENCES 4 CREDITS**

<b><u>PHYSICAL SCIENCE</u></b> – A-D075		9	1.0 credit
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The 9th grade Biological and Physical Science course will be a required year long course offered to 9th grade students enrolled in the Utica Academy for International Studies. This course will focus on developing concepts and applications of biology, chemistry and physics. The course is designed around laboratory experiences integrated around these three disciplines in order to establish the rigor and experience essential to prepare students for the challenges of the International Baccalaureate Diploma Programme standards and assessments. Additionally, this course will attempt to orient students around an international perspective and an integrated approach to the sciences to increase students' aptitude and understanding of the science disciplines.

**AP BIOLOGY – A-D040**

11, 12

1.0 credit

Advanced Placement Biology is an introductory college level biology course. The curriculum, textbook and laboratory activities are equivalent or similar to those used in college. Students may earn college credit by successful achievement on the AP exam as determined by College Board. The course aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. Any student interested in the medical field or just interested in the science of life should enroll in this course.

**IB BIOLOGY HL/SL (1 & 2) – A-D040/045**

11, 12

2.0 credits

Biology covers the core topics as outlined by the IBO and gives adequate time to them. Options have been chosen based on the personal experience and expertise of the instructor as well as the resources that are available to the school. Upon completion of the SL Biology course, students will have a thorough understanding of scientific facts and concepts, methods, techniques, and the appropriate vocabulary that go along with biology, and they will master the methods for accurately researching and presenting scientific information. The ability to apply these skills will come from instructional practices that assist students in the discovery, construction, analysis, and evaluation of scientific information. Such a classroom will foster the development of personal skills and cooperative responsibility of laboratory based scientific investigations and problem solving. These skills will be performed and sharpened with the highest level of precision and safety.

Students enrolled in the SL Biology course will be encouraged to be open minded, internationally oriented thinkers who seek to build their knowledge base by studying science through the eyes of a person who fully understands the scientific method and the relationships between the various scientific disciplines. Such students will use many different types of technology (the internet, laptop computers, hand-held data loggers, etc.) to familiarize them with its use in facilitating data collection in both guided and open-ended experiments. These tools will assist students in becoming reflective thinkers who are aware of the moral, ethical, social, economic, and environmental implications these tools uncover. Moreover, students will develop the necessary skills to communicate their results to others.

Biology students also engage in a group 4 project, an interdisciplinary activity in which all Diploma Program science students must participate. The intention is that students from the different group 4 subjects analyze a common topic or problem. The exercise should be a collaborative experience where the emphasis is on the processes involved in scientific investigation rather than the products of such investigation.

**IB CHEMISTRY HL/SL (1 & 2) – A-D160/165**

11, 12

2.0 credits

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment. The Diploma Program chemistry course includes the essential principles of the subject but also, through selection of options, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study science in higher education and those who do not.

The chemistry course covers quantitative chemistry, atomic structure, periodicity, bonding, energetic, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry, measurement and data structure, and covers multiple additional options in modern analytical chemistry, human biochemistry, chemistry in industry and technology, medicines and drugs, environmental chemistry, food chemistry and/or further organic chemistry. Both SL and HL students must complete two of these options but the depth and time allocated to the options varies based on level.

**IB PHYSICS HL/SL (1 & 2) – A-D240/245**

11, 12

2.0 credits

The focus of this course is to engage the students in critical thinking and problem solving. Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles—quarks (perhaps  $10^{-17}$  m in size), which may be truly fundamental—to the vast distances between galaxies ( $10^{24}$  m). Physics is a perfect tool for challenging the students to examine new concepts and develop new thinking strategies. The study of physics includes the use of all of the educational tools the students have acquired. They will be required to read, comprehend, interpret, and apply this new knowledge to the understanding of the world around them. These applications will be both conceptual and mathematical. Physics is one of the sciences used to address many of the global issues facing humanity. Understanding and applying the principles of physics will guide the students to more viable solutions. They will gain skills and confidence toward this goal through practice with manageable problems in the physics laboratory. The students will demonstrate their success with physics through presentations of research and laboratory results. They will submit written summaries of their investigations. Continual imbedded assessments of student progress through discussions concerning global issues and how physics is being used to alleviate them.

The IB Physics course will cover physics and physical measurement, mechanics, thermal physics, oscillations and waves, electric currents, fields and forces, atomic and nuclear physics, energy, power, and climate change, and two optional subjects from the following sight and wave phenomena, quantum physics and nuclear physics, digital technology, relativity and particle physics, astrophysics, communications, and electromagnetic waves. HL students can also choose from relativity, medical physics and particle physics.

**GROUP 5 – MATHEMATICS 4 CREDITS****GEOMETRY – A-E110**

9

1.0 credit

The study of Geometry includes math vocabulary, organization of proofs, points, lines, planes and angles, parallel lines and planes, transformations and congruence, congruent triangles, similar polygons, right triangles, circles, areas of plane and solid figures, volumes and surface areas of solids, using formulas in solving problems, visualizing geometric situations, and using geometric ideas in real situations. The objective of this course is to provide the student with the requisite foundation for the study of advanced algebra and trigonometry. Students will utilize knowledge of the subject in a variety of experiences and assessments that include portfolio and design projects. The course will integrate a variety of teaching and learning strategies including practical application, literature and a variety of other means of learning geometry.

**ACC ALGEBRA I – A-E092A**

9

1.0 credit

It is expected that students entering Algebra I are able to recognize and solve mathematical and real-world problems involving linear relationships and to make sense of and move fluently among the graphic, numeric, symbolic, and verbal representations of these patterns. Algebra I build's on this increasingly generalized approach to the study of functions and representations by broadening the study of linear relationships to include; systems of equations with three unknowns, formalized function notation, and the development of bivariate data analysis topics such as linear regression and correlation. In addition, their knowledge of exponential and quadratic function families is extended and deepened with the inclusion of topics such as, rules of exponentiation (including rational exponents), and use of standard and vertex forms for quadratic equations. Students will also develop their knowledge of power (including roots, cubic, and quartics) and polynomial patterns of change and the applications they model. In addition to deepening and extending the student's knowledge of the algebra strand, Algebra I also draws upon and connects to topics related to number and geometry by including the formalized study of the real number system and its properties, and by introducing elementary number theory.

**ACC ALGEBRA II – A-E130A**

9

1.0 credit

The goal of Algebra II is to build upon the concepts taught in Algebra I and Geometry while adding new concepts to the students' repertoire of mathematics. In Algebra I, students studied the concept of functions in various forms such as linear, quadratic, polynomial, and exponential. Algebra II continues the study of exponential and logarithmic functions and further enlarges the catalog of function families to include rational and trigonometric functions. In addition to extending the algebra strand, Algebra II will extend the numeric and logarithmic ideas of accuracy, error, sequences, and iteration. The topic of conic sections fuses algebra with geometry. Students will also extend their knowledge of univariate and bivariate statistical applications. It is also the goal of this model to help students see the connections in the mathematics that they have already learned. For example, students will not only gain an in-depth understanding of circular trigonometry, but will also understand its connections to triangular trigonometry.

**AP STATISTICS – A-E310A**

9

1.0 credit

Statistical literacy is a main goal of this class. Therefore, verbal communication of concepts, vocabulary and ideas amongst students is an essential part of the course design. Students work together to develop competency in the subject through communications during group work, activities and class discussions. Along with verbal interaction, students display statistical literacy through written work. Everything from chapter outlines and book work, to more formal assessments are used to evaluate students' level of understanding. Portfolio work including case studies and a statistical analysis project are major components of the course. A course in statistics and probability beyond the core curriculum is built around four themes: data exploration and study design, probability models and their application, statistical inference, and model assessment.

**IB MATH STUDIES SL (1 & 2) – A-E400/405**

11, 12

2.0 credits

This course is available at SL only. The course concentrates on mathematics that can be applied to contexts related as far as possible to other subjects being studied, to common real-world occurrences and to topics that relate to home, work and leisure situations. The course includes project work, a feature unique within this group of courses: students must produce a project, a piece of written work based on personal research, guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical investigation in the context of another course being studied, a hobby or interest of their choice using skills learned before and during the course. This process allows students to ask their own questions about mathematics and to take responsibility for a part of their own course of studies in mathematics. It caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes. Topics covered include Number and Algebra, geometry and trigonometry Statistics, and Financial mathematics.

**IB MATH SL (1 & 2) – A-E410/415**

11, 12

2.0 credits

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on mathematical rigor. Students should wherever possible apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling. Students are provided with opportunities to take a considered approach to these activities and to explore different ways of approaching a problem. The portfolio also allows students to work without the time

constraints of a written examination and to develop the skills they need for communicating mathematical ideas. This course does not have the depth found in the mathematics HL course. Students wishing to study subjects with a high degree of mathematical content should therefore opt for the mathematics HL course rather than a mathematics SL course.

**IB MATH HL (1 & 2) – A-E420/425**

11, 12

2.0 credits

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

The nature of the subject is such that it focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solving problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning through engaging in mathematical investigation and mathematical modeling. Students will be provided with opportunities to take a considered approach to these activities, and to explore different ways of approaching a problem. The portfolio also allows students to work without the time constraints of a written examination and to develop skills in communicating mathematical ideas.

This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the standard level courses, mathematics SL or mathematical studies SL.

**IB FURTHER MATHS SL (1 & 2) – A-430**

11, 12

1.0 credit

This course caters for students with a good background in mathematics who have attained a high degree of competence in a range of analytical and technical skills, and who display considerable interest in the subject. Most of these students will intend to study mathematics at university, either as a subject in its own right or as a major component of a related subject. The course is designed specifically to allow students to learn about a variety of branches of mathematics in depth and also to appreciate practical applications.

The nature of the subject is such that it focuses on different branches of mathematics to encourage students to appreciate the diversity of the subject. Students should be equipped at this stage in their mathematical progress to begin to form an overview of the characteristics that are common to all mathematical thinking, independent of topic or branch. All categories of student can register for mathematics HL only or for further mathematics SL only or for both. However, candidates registering for further mathematics SL will be presumed to know the topics in the core syllabus of mathematics HL and to have studied one of the options, irrespective of whether they have also registered for mathematics HL.

Examination questions are intended to be comparable in difficulty with those set on the four options in the mathematics HL course. The challenge for students will be to reach an equivalent level of understanding across these four topics.

**GROUP 6 – THE ARTS 4 CREDITS\*****BAND 9** – A-J010

9

1.0 credit

Students taking Band 9 (IB) will be immersed in an integrated classroom that has a dual focus of music performance and music theory and history. This unique introductory level course is designed to enhance and develop students' ability to play the instrument as well as understand the cultural, historical and theoretic relevance of that performance. This course will also look at international music selecting and studying pieces from various regions of the world and across the history of those regions. This course will be a mixed band including percussion, winds, strings, horns and a variety of traditional and non-traditional instruments. Guitar and piano are not traditionally a part of this class and are organized into the vocal music (IB) course. This class requires performance in and out of the school setting.

**ORCHESTRA** – A-J030

10

1.0 credit

Orchestra (IB) will build on Band 9 (IB) expanding students' performance, historical and theoretical knowledge of music. Students within the Orchestra course will accomplish more challenging pieces of music, original composition and will delve deeper into their understanding of cultural and theoretical relevance of music. This course will also look at international music selecting and studying pieces from various regions of the world and across the history of those regions. Students attending this course must have already taken Band 9 (IB) or received the approval of the instrumental music teacher. This will be a mixed orchestra including percussion, winds, strings, horns and a variety of traditional and non-traditional instruments. Guitar and piano are not traditionally a part of this class. This class requires performance in and out of the school setting.

**INSTRUMENTAL SOLO AND ENSEMBLE** – A-J060

9, 10

1.0 credit

Solo & Ensemble is a course for students wishing to pursue in greater detail their studies in instrumental music. Students are given the opportunity to play their instruments as soloists and/or as members of an ensemble. Students will further their studies in music theory and harmony. Class members may be expected to attend and/or perform at the Michigan School Band and Orchestra Association Solo and Ensemble Festival.

**MIXED CHORUS** – A-J130

9, 10

1.0 credit

Students taking Mixed Chorus (IB) will be immersed in an integrated classroom that has a dual focus of music performance and music theory and history. This unique course is designed to enhance and develop students' ability to utilize their voice as an instrument and understand the cultural, historical and theoretic relevance of that performance. This course will explore international music selecting and studying pieces from various regions of the world and across the history of those regions. This course will be a mixed level course that will include novice and intermediate level students of vocal music and includes piano and guitar students. This class requires performance in and out of the school setting. This class requires performance in and out of the school setting.

**VOCAL SOLO AND ENSEMBLE** – A-J170

11, 12

1.0 credit

**PREREQUISITE:** Recommendation of instructor.

This is a class designed for students wanting to pursue an in depth study of voice. Students study voice production and vocal techniques. Outlets are solo and ensemble (district and state festivals).

**IB MUSIC HL/SL (1 & 2) – A-J180/185**

11, 12

2.0 credits

The IB Music course will focus on the study of all major style periods of Western music and a survey of non-Western world music. This course is designed for both vocal and instrumental musicians to meet the requirements of the IB Diploma program. The purpose of this course is to promote curiosity in, and sensitivity to, the musical world which surrounds us. The alert mind trained in the disciplined study of music will appreciate the ways in which music integrates and manifests knowledge on multiple levels. The study of music allows for exploration of the shared human perceptions and emotions which temper our lives. The aims of this music course will be to give students the opportunity to explore and enjoy the diversity of music throughout the world, encourage students to develop perceptual skills through a breadth of musical experiences, where they will learn to recognize, speculate, analyze, identify, discriminate and hypothesize in relation to music, enable students to develop creatively their knowledge, abilities and understanding through performance and composition, and assist students to develop their musical potential. Objectives are that candidates who have completed the course will be expected to demonstrate the use of appropriate musical language and terminology to describe and reflect their critical understanding of music, development of perceptual skills in response to music, and knowledge and understanding of music in relation to time and place. In addition, candidates following the option indicated, Solo Performance (SLS), Group Performance (SLG) or Composition (SLC), will be expected to demonstrate: development of their performance skills through solo (SLS) or ensemble (SLG) music making or development of their compositional skills through exploration and investigation of musical elements (SLC). Inclusion of internationalism is at the very core of the IB Music course. All candidates must complete the musical perception and analysis portion of the course which includes the study of musical styles from different parts of the world and within historical and cultural contexts. Students must also carry out an independent musical investigation into the relationship between two identifiable and distinct musical genres from two different regions of the world. This presents the student with an opportunity to pursue music from cultures which are distant from the student's own time and/or culture.

\*STUDENTS IN IB MUSIC MUST BE CO-ENROLLED IN A MUSIC PERFORMANCE COURSE.

**ART FOUNDATIONS - A-L020**

9

1.0 credit

Through a variety of teaching approaches, all students are encouraged to develop their creative and critical abilities and to enhance their knowledge, appreciation and enjoyment of visual arts. The aim of Art Foundation (IB) is to prepare students with skills essential for success at Visual Arts HL and SL enabling students to:

- investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these
- develop an understanding of visual arts from a local, national and international perspective
- build confidence in responding visually and creatively to personal and cultural experiences
- develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement
- take responsibility for the direction of their learning through the acquisition of effective working practices.

The Art Foundations (IB) course will introduce fundamental concepts in art theory and design to enable students to achieve a novice to intermediate level of proficiency in visual art and design. Students will be introduced to art concepts and techniques through practical work and reflective journaling.

**2D & 3D STUDIO – A-L064**

10

1.0 credit

In 2D & 3D Studio (IB) Students will be introduced to art concepts and techniques through practical work in the studio. Students will: explore media, including the use of material and equipment, explore and develop artistic qualities in visual arts, study the relationships between form, meaning, and content in visual arts, study a variety of social and cultural functions of visual arts, and appreciate and evaluate their own work and the work of others. Students will build on skills learned in the Art Foundations (IB) course and further investigate past, present and emerging visual arts from a local, national and international perspective. Students will expand their personal creativity and further develop their reflective capacity as it relates to their skill in producing and evaluating artistic design and practice.

**IB VISUAL ARTS HL/SL (1 & 2) – AL017/AL018**

11, 12

2.0 credits

The aims and assessment objectives are the same for visual arts students at both HL and SL. Through a variety of teaching approaches, all students are encouraged to develop their creative and critical abilities and to enhance their knowledge, appreciation and enjoyment of visual arts. Studio work involves practical exploration and artistic production. Investigation work involves independent contextual, visual and critical investigation and reflection, both visual and written. An integrated relationship between studio work and investigation work is essential throughout the course. Option A (HL and SL): Option A is designed for students who wish to concentrate on studio practice in visual arts. Students will produce investigation workbooks to support, inform, develop and refine studio work through sustained contextual, visual and critical investigation. At both HL and SL, the investigation workbooks are integral to studio practice and should reflect the student's critical visual and written investigation.

The aims of the visual arts course at HL and SL are to enable students to:

- investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these
- develop an understanding of visual arts from a local, national and international perspective
- build confidence in responding visually and creatively to personal and cultural experiences
- develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement
- take responsibility for the direction of their learning through the acquisition of effective working practices.

**THEATRE ARTS I – A-B950**

9

1.0 credit

Theatre Arts I (IB) emphasize the importance of working individually and as a member of an ensemble. Students are encouraged to develop the organizational and technical skills needed to express themselves creatively in theatre. A further challenge for students following this course is for them to become aware of their own perspectives and biases and to learn to respect those of others. This requires a willingness to understand alternative views, to respect and appreciate cultural diversity, and to see the varied role that theatre plays in reflecting these. As a result, the theatre course can become a way for students to celebrate the international and intercultural dynamic that inspires and sustains some forms of contemporary theatre, while appreciating the specifically local origins that have always given rise to performance, and which, in many parts of the world, still do. At the core of the theatre course lays a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis—all of which should be achieved through practical engagement in theatre.

**THEATRE ARTS II – A-B960**

10

1.0 credit

Theatre Arts II (IB) builds upon foundations of Theatre Arts I (IB) engaging students in more difficult and culturally diverse theatrical studies and experiences. Students must have completed Theatre Arts I (IB) to enter this course or received approval from the Theatre Arts teacher.

**IB THEATRE HL/SL (1 & 2) – A-B960/970**

11, 12

2.0 credits

The theatre course emphasizes the importance of working individually and as a member of an ensemble. Students are encouraged to develop the organizational and technical skills needed to express themselves creatively in theatre. A further challenge for students following this course is for them to become aware of their own perspectives and biases and to learn to respect those of others. This requires a willingness to understand alternative views, to respect and appreciate cultural diversity, and to see the varied role that theatre plays in reflecting these. As a result, the theatre course can become a way for students to celebrate the international and intercultural dynamic that inspires and sustains some forms of contemporary theatre, while appreciating the specifically local origins that have always given rise to performance, and which, in many parts of the world, still do. At the core of the theatre course lays a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis—all of which should be achieved through practical engagement in theatre.

Theatre students at both SL and HL are presented with a common core syllabus that encourages the development of certain skills, attributes and attitudes, as described in the “Objectives” section of this guide. Due to the nature of the theatre course, there may be no great difference in the complexity or artistic merit of the work produced by students at SL and HL. However, the difference in recommended teaching times at SL and HL signals a clear distinction between the demands made on students. It is expected that students at HL will use the extra time available to develop their personal research and practice in theatre, and to extend their understanding of the ideas, practices and concepts encountered during the course.

*\* Two arts credits can be substituted during the Diploma Program years for an additional course from the other groups*

**PHYSICAL EDUCATION – 1 CREDIT**

<b>HEALTH AND WELLNESS – M010</b>	<b>REQUIRED CLASS</b>	9, 10	.5 credit
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This one semester required course is to be taken in ninth or tenth grade, and provides students with information that will enable them to make healthy decisions, define wellness, and deal with various health problems. Topics include community health services, substance abuse, mental health, chronic and communicable diseases including AIDS and other STD’s, personal safety, reproduction, and human growth and development.

<b>PHYSICAL ACTIVITIES FOR NINTH GRADE – M020</b>		9	.5 credit
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By participating in team and lifetime activities, students will better understand that physical activity is an important part of a healthy lifestyle. Students will learn the rules, skills, strategies, and etiquette appropriate for each activity. Fall semester activities may include soccer, speedball, flag football, field hockey, badminton, racquetball, team handball, volleyball, basketball, floor hockey, other recreational activities, and aquatics (Ford II students have access to a pool). Students participate in aerobic activities and each student’s individual level of physical fitness is assessed. This class may not be repeated for multiple credits and no student may take the class for more than one class period in any given semester.

<b>TEAM SPORTS FOR BOYS/GIRLS – M100/110</b>		10, 11, 12	.5 credit
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This class offers students the opportunity to develop and improve skills, maintain an appropriate level of fitness and develop stress reduction techniques through the enjoyment of participation in team sports. Activities may include: volleyball, soccer, basketball, flag football, team handball, speedball, softball, floor hockey, and mass games. Physical fitness levels may be assessed. It is understood that skill building is an on-going process and that students may wish to repeat the course more than once. However, students may only earn a total of one credit in this course that will count toward the physical education graduation requirement.

## UAIS Student Pathway

All UAIS students complete:

- EE, CAS, ToK
- 4 credits of study in Groups 1 – 5
- 4 credits of student in Group 6 unless opting out for 2 credits of an additional IB course
- A total of 32 credits for graduation
- Full Diploma Candidacy

Below is the typical student pathway at the UAIS:

Year	Group 1	Group 2	Group 3 *	Group 4	Group 5 **	Group 6	Assigned Elective	Elective
9 <sup>th</sup>	Hon English 9	Hist. of World Civilizations	World Lang Elective ½	Physical Science	Geometry Alg II Adv. Math Class	Band 9 Mixed Chorus Theatre I Art Foundations	PE 9 Health	Speech Product Teams 9
10 <sup>th</sup>	Hon English 10	AP World History	World Lang Elective 2/3	AP Biology	Alg I Alg II IB Math SL AP Statistics	Orchestra Mixed Chorus Theatre II 2D/3D Design	US Government Product Teams 10	ELECTIVE CHOICE
11 <sup>th</sup>	IB English HL/SL	IB History of the Americas HL	IB Lang B SL 1 IB Lang B SL/HL 2	IB Chem HL/SL 1 IB Phys HL/SL 1	IB Math Studies 1 IB Math SL 1 IB Math HL 1	IB Music HL/SL 1*** IB Visual HL/SL 1 IB Theatre HL/SL 1	Economics IB ToK (Theory of Knowledge 1)	ELECTIVE CHOICE ***Music Class
12 <sup>th</sup>	IB English HL/SL	IB 20 <sup>th</sup> Century Topics	IB Lang B SL 2 IB Lang B HL/SL 3	IB Chem HL/SL 2 IB Phys HL/SL 2	IB Math Studies 2 IB Math SL 2 IB Math HL 2	IB Music HL/SL 2*** IB Visual HL/SL 2 IB Theatre HL/SL 2	IB ToK	ELECTIVE CHOICE ***Music Class

\* Group 3 must test into any language class above level 1 regardless of previous coursework.

\*\*Group 5 Advanced mathematics pathway set based on student assessment. Typical students follow pathways from:

- Geometry – Algebra I – Math Studies SL
- Geometry – Algebra II – Math Studies SL or Math SL
- Geometry – AP Statistics/Math SL – Math HL