Stamford American
INTERNATIONAL SCHOOL

Stamford HS Course Description Handbook

COGNITA
An inspiring world of education

Contents

Stamford Vision and Mission

Vision: Inspiring students to create their unique future.

Mission: Together, we cultivate a culture of optimism, excellence, and empowerment for everyone by developing the mind-set and skills to thrive in a complex world.

Stamford Values

Compassion We seek to empathize with and care for one another, especially in difficult circumstances. We know that the biggest challenges may be emotional rather than logistical, and we support each other as a community.	**Integrity** We believe it is important to communicate with students, parents and staff honestly and with transparency. At times when life is disrupted and people may be fearful, trust is essential.
Courage We recognize that difficult times require us all to be courageous through actions both big and small. This may simply be the act of restoring a sense of calm and normalcy throughout the community.	**Ingenuity** When faced with new challenges, we rely on our resilience, resourcefulness, and ingenuity to solve challenges. During crises we do not seek to try out the latest innovation, but we find ways to be adaptive.

Academic Pathways

Middle Years Programme (Grades 6 - 10)

In Grades 9 and 10 all students are enrolled in the Middle Years Programme (MYP). Students in Grade 10 may choose to take one (1) AP course in 10th grade, however they are still required to complete the Personal Project - the culminating project of the MYP. The Personal Project is mandatory for all Grade 10 students at Stamford. Successful students will receive the Personal Project Certificate. Students in Grade 10 may opt to take the MYP Certificate or Courses Certificate to enhance their HS diploma.

Stamford Courses (Grades 11 - 12)

These are what US high schools call “On-Level” or “College Prep” courses. Stamford courses are internally evaluated against assessments that ensure students have met the Common Core or AERO standards for that subject. Students earn a Stamford grade from 1-7 that will appear on their report card & transcript. However, since it is not an externally assessed subject, there is no ability to earn US university credit or to use these classes for entrance to university outside of North America. These courses are purely for students to accumulate the credits required for the Stamford US High School Diploma that is accredited by CIS/WASC.

Advanced Placement Program (Grades 10 - 12)

AP courses are ***one-year college-level*** courses where students can get a feel for the rigors of college-level studies while they still have the support of a high school environment. When students take AP courses, they demonstrate to college admission officers that they have sought out an educational experience that will prepare them for success in college and beyond.

AP courses are available for students in grades 10, 11 and 12 here at Stamford, and students take AP exams at the end of the course in early May, measuring their mastery of college-level work. Rated 1-5, a score of 3 or higher on an AP exam can typically earn students college credit and/or placement into advanced courses in college in the USA—universities have different interpretation policies. For the exam-based university entrance systems (i.e., UK, Netherlands, Australia), AP exams can be taken instead. They are the equivalent of A-Levels.

Diploma Programme (Grades 11 - 12)

The IB Diploma Programme (DP) is an academically sound and balanced program of education for students in grades 11-12. It prepares students for success at university and life beyond through a program that develops the intellectual, social, emotional and physical well-being of students. The program is acknowledged and respected by thousands of universities worldwide. Students taking the full Diploma must take the classes for two years. **Students not taking the full Diploma may take classes for two-years or one year and may change courses at the end of first year.**

BTEC Programme (Grades 11 - 12)

The **Business & Technical Education Council (BTEC)** **International Level 3** is a vocational program of education for students in grades 11-12. It prepares students for **success post secondary** whether at university, work, or life beyond through a **career related program** that develops practical skills as well as theoretical knowledge of the chosen field. The program is acknowledged and respected by thousands of universities worldwide. Students taking the full BTEC must take the classes for two years.

Blended Pathway (Grades 11 - 12)

A combination of courses from two or more of the above programmes leading to the credit requirement for graduation.

Course Planning and Graduation Requirements

Requirements for the Stamford Diploma	● Eight contiguous semesters [or the equivalent] of academic work beyond grade 8 ● Must have 4 credits of English ● Earn a minimum of 24 credits ● Complete all objectives for Service Learning ● A maximum of 4 Advanced courses (AP/IBDP HL) per annum in Grades 11 and 12
Specific credit requirements for the Stamford Diploma, earned in grades 9-12, include:	● Group 1: Studies in Language and Literature (4.0 credits - ENG)
	● Group 2: Language Acquisition (3.0 credits - ML)
	● Group 3: Individual & Societies (3.0 credits - SS)
	● Group 4: Sciences (3.0 credits - SCI)
	● Group 5: Mathematics (3.0 credits - MATH)
	● Group 6: The Arts (2.0 credits - ARTS)
	● Other: Physical & Health Education (2.0 credits - PHE) ● Other: Electives (4.0 credits - ELE) ● Other: Service Learning
Course Credit	Based on Carnegie Units of Study: Full-year courses earn 1.0 credit

All students must comply with the school's graduation requirements in order to graduate with the Stamford U.S. High School Diploma.

To fulfill Carnegie Units (American High School Diploma Credits) and the IBO requirement of minimum contact hours, students are required to be in attendance a minimum of 90% of class time, in each subject, in order to be eligible for course credit.

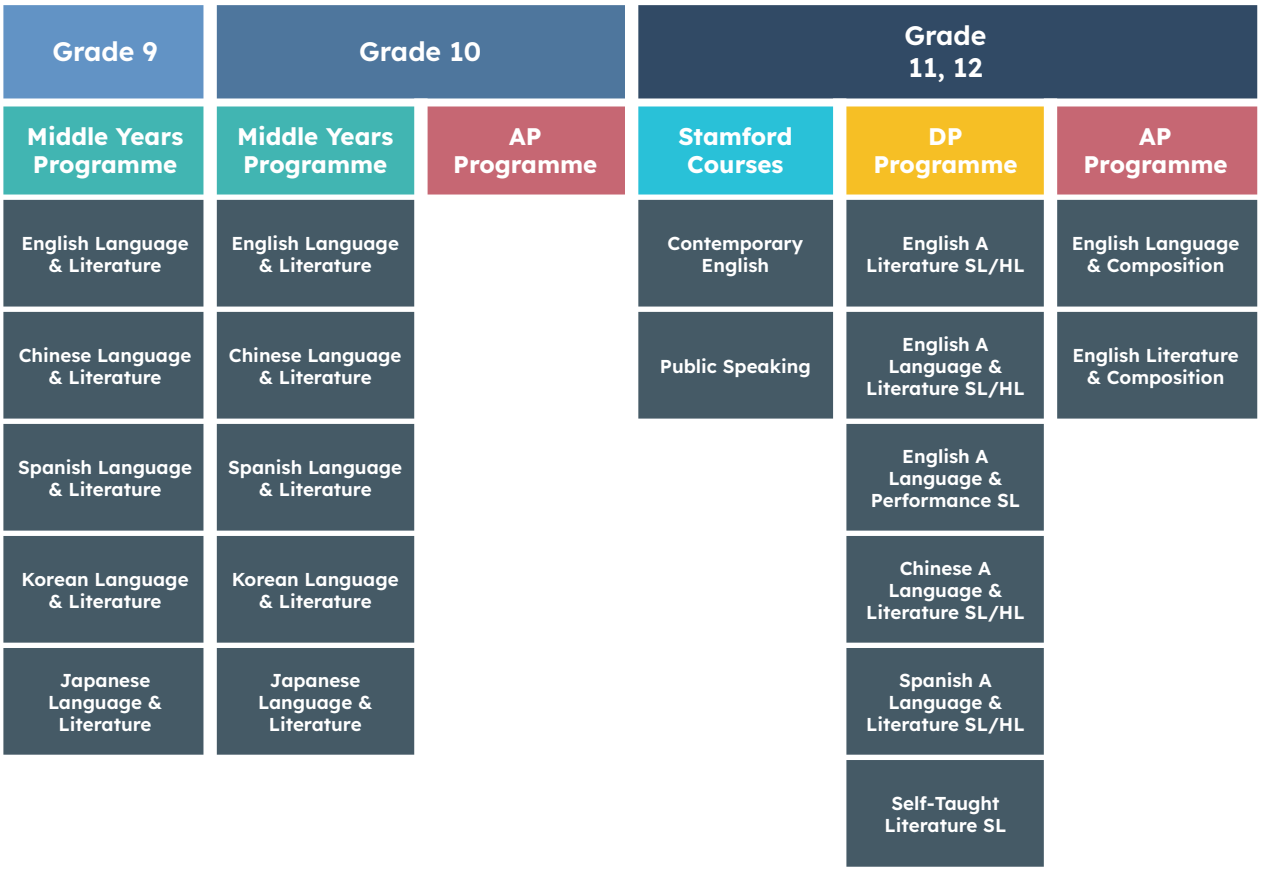
Students who miss one or more credits in a semester, due to excessive absence and/or not attaining the required passing grade, will be required to make up the credits by taking independent learning online courses at the expense of the family. Credit-recovery courses will be chosen in discussion with the student's Academic & College Counselor.

Students who do not gain credits in two or more courses, will be placed on an Academic Probation Contract. Students will be required to meet the contractual requirements in order to be considered to move to the next grade level or graduate from Stamford. Repeating a school year is not an option at Stamford American International School.

Students may not be older than 19 when sitting their final exams and at the point of graduation.
Students who miss a full year of credits must withdraw from school.

The school has the right to withdraw any student, with decreasing and low academic standings, where the student is at risk of not graduating with the Stamford US High School Diploma.

Group 1: Studies in Language and Literature in English, Chinese, Spanish, MYP Japanese, MYP Korean & Self Taught Literature



G9 Middle Years Programme

Language and Literature (English, Chinese, Spanish, Japanese, Korean) - 1.0 ENG or ML credit

Throughout the year, students will study literature and informational texts. They will produce a variety of responses, including spoken, written, dramatic, and other types. Students will read a diverse range of texts, including short stories, novels, nonfiction, and historical speeches. Close reading assignments and seminar-style discussions will encourage students to analyze and appreciate elements of texts. Students will improve their essay-writing skills, enhance their vocabulary, and reinforce grammar mechanics through formal and informal writing assignments. To that extent, assessments center on essays, speeches, and a media project that demonstrates students' ability to think critically and communicate persuasively. They will be able to apply their analysis to create understandings of the real world relevance of the ideas contained within the texts. Students who complete the course will be able to demonstrate a proficiency in engaging with texts and producing thoughtful responses.

G10 Middle Years Programme

Language and Literature (English, Chinese, Spanish, Japanese, Korean) - 1.0 ENG or ML credit

In Language and Literature in English, Grade 10 students move to a higher level of sophistication through an extensive survey in fiction and non-fiction from around the world. As a mirror of culture, literature reflects how universal human qualities are revealed within cultural boundaries. Writing assignments and seminar-style discussions prompt students to explore the elements that make each text powerful and unique. We will examine the universal qualities that link our cultures together and whether an understanding of this will help us bridge cultural gaps in the future. Students hone analytic writing skills, with emphasis on the argument essay and analytical essays. Assessments target skills necessary for IB Language A, and therefore are designed to help students enhance critical writing and oral commentary skills using one or more literary texts.

AP Program (G11-12)

AP English Language and Composition (Offered in 2021-2022/2023-2024) - 1.0 ENG credit

The AP English Language and Composition course aligns toan introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

AP English Literature and Composition (Offered in 2022-2023/2024-2025) - 1.0 ENG credit

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

DP Programme (G11-12)

English A: Literature SL/HL - 1.0 ENG credit (To be phased out beginning of AY 2023-2024)

In this two-year Language A: Literature course, students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as: the creativity of writers and readers, the nature of the interaction with the writers' and readers' respective

contexts and with literary tradition, the ways in which language can give rise to ning and/or effect, the performative and transformative potential of literary creation and response. Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them. Students will be involved in processes of critical response and creative production, which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities.

Across the three areas of exploration: Readers, writers and texts, Time and space, and Intertextuality: connecting texts, students will study nine works in SL and thirteen works in HL over the two years of the course.

English A: Literature and Performance SL only - 1.0 ENG or Arts credit (Beginning G11 - AY 2023-2024)

Literature and Performance is a relatively new IBDP course offered as one of the few interdisciplinary options students can pursue. The course therefore meets the needs of Group 1 or Group 6, but Stamford will be offered by the English A department.

The course aims to combine close reading, critical discussion and analysis with the practical and symbolic elements of theater. In this course students will engage with a range of literary works, perform dramatic texts and transform texts into realized performances.
The course fits into the current Language A framework as the course explores the same three elements as all Language A courses (in all languages), and therefore leads from the MYP course as well. .

- The relationships between readers, writers and texts
- The range and functions of texts across space and time
- Aspects of intertextuality.

In addition to challenging students to “explore the nature and methodology of two disciplines”, this course asks students to explore their own responses to texts. The tasks students have to do asks them very specifically to focus on their own interpretations and choices (for example when staging one of the selected texts as a piece of theater).

English/Chinese/Spanish A: Language and Literature SL/HL - 1.0 ENG or ML credit

Students work to improve English/Chinese/Spanish language skills and cultural literacy through the study of a variety of authentic print, audio and audiovisual resources, including literature, magazine articles, news casts, and essays. Students engage in daily discussions exclusively in the target language and produce written and spoken communication ranging from oral presentations to persuasive essays. The accurate interpretation of authentic resources at an advanced level is a major goal of the course and is practiced and measured routinely.

In this Language A: Language and Literature course, students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the

course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large. In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Across the three areas of exploration: Readers, writers and texts, Time and space, and Intertextuality: connecting texts, students will study four works in SL and six works in HL over the two years of the course.

Language A: Self-Taught Literature SL - 1.0 ML credit

The Language A: Self Taught Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading in a language of their choosing. 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. **With the assistance of a tutor whom the student must employ**, students effectively study the Language A: literature course in their chosen language.

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.

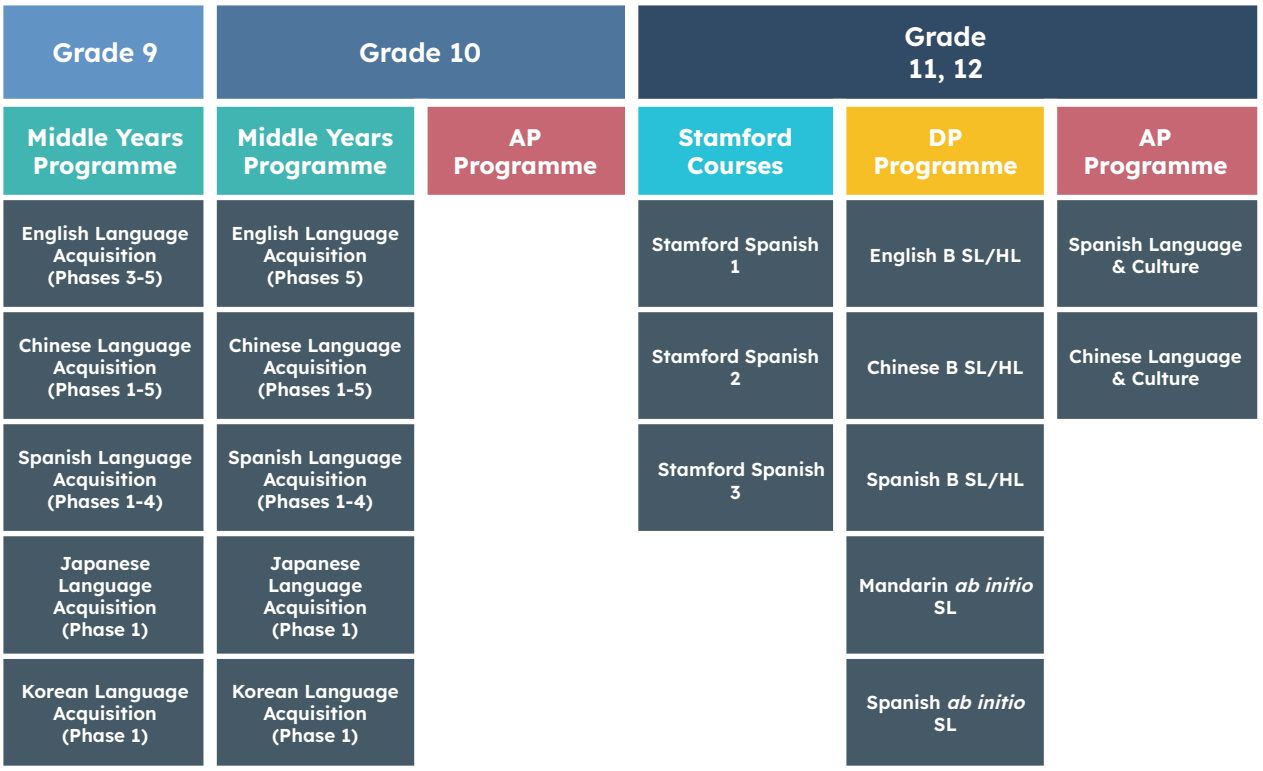
Stamford Courses (G11-12)

Contemporary English 11/12 - 1.0 ENG credit

This course is designed to give students the space and time in order to study a wide array of topics that allows them to prepare for a diverse set of next steps beyond high school. The academic year begins with students learning how to analyze a variety of non-literary text types and synthesize findings in their

writing. We will then proceed to apply writing skills to real-world texts, such as personal essays and cover letters. Students will be able to explore a variety of avenues of communication via a multimedia project, calling for reflection upon their unique journeys in life. The academic year will culminate in students returning to close analysis of literary texts.

Group 2: Language Acquisition (English, Chinese (Mandarin), Spanish, MYP Japanese, MYP Korean)



G9 Middle Years Programme

Language Acquisition English (Phases 3-5) - 1.0 ENG or ML credit

Students in English Language Acquisition Phase 3/4/5 are capable communicators who understand and respond to a variety of spoken and written texts. They understand specific information, main ideas and details presented in oral, visual and written language, and demonstrate their comprehension in a range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations. Students are able to understand interpersonal and cultural contexts in specific units to develop the way they speak and write in different ways for different purposes and audiences.

Language Acquisition Chinese (Phases 1-5) - 1.0 ML credit

Students in MYP Chinese Phases of Acquisition begin to learn the language and develop proficiency as they interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. Depending on their

phase they identify aspects of format and style, and speak and write with a clear sense of audience and purpose.

Language Acquisition Spanish (Phases 1-4) - 1.0 ML credit

Students in MYP Spanish Phases of Acquisition begin to learn the language and develop proficiency as they respond to a variety of spoken and written texts. They understand specific information, main ideas and details presented in oral, visual and written language, and demonstrate their comprehension in a range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations. Depending on their phase, students are able to understand interpersonal and cultural contexts in specific units to develop the way they speak and write in different ways for different purposes and audiences.

Language Acquisition Japanese - 1.0 ML credit

Students in MYP Japanese Phases of Acquisition begin to learn the language and develop proficiency as they respond to a variety of spoken and written texts. They understand specific information, main ideas and details presented in oral, visual and written language, and demonstrate their comprehension in a range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations. Depending on their phase, students are able to understand interpersonal and cultural contexts in specific units to develop the way they speak and write in different ways for different purposes and audiences.

Language Acquisition Korean - 1.0 ML credit

Students in MYP Korean Phases of Acquisition begin to learn the language and develop proficiency as they respond to a variety of spoken and written texts. They understand specific information, main ideas and details presented in oral, visual and written language, and demonstrate their comprehension in a range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations. Depending on their phase, students are able to understand interpersonal and cultural contexts in specific units to develop the way they speak and write in different ways for different purposes and audiences.

G10 Middle Years Programme

Language Acquisition English (Phase 5) - 1.0 ENG or ML credit

Students in English Language Acquisition Phase 5 are capable communicators who understand and respond to a variety of spoken and written texts. They understand specific information, main ideas and details presented in oral, visual and written language, and demonstrate their comprehension in a range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations. Students are able to understand interpersonal and cultural contexts in specific units to develop the way they speak and write in different ways for different purposes and audiences.

Language Acquisition Chinese (Phases 1-5) - 1.0 ML credit

Students in MYP Chinese Phases of Acquisition begin to learn the language and develop proficiency as they interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. Depending on their phase they identify aspects of format and style, and speak and write with a clear sense of audience and purpose.

Language Acquisition Spanish (Phases 1-4) - 1.0 ML credit

Students in MYP Spanish Phases of Acquisition begin to learn the language and develop proficiency as they respond to a variety of spoken and written texts. They understand specific information, main ideas and details presented in oral, visual and written language, and demonstrate their comprehension in a range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations. Depending on their phase, students are able to understand interpersonal and cultural contexts in specific units to develop the way they speak and write in different ways for different purposes and audiences.

Language Acquisition Japanese - 1.0 ML credit

Students in MYP Japanese Phases of Acquisition begin to learn the language and develop proficiency as they respond to a variety of spoken and written texts. They understand specific information, main ideas and details presented in oral, visual and written language, and demonstrate their comprehension in a range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations. Depending on their phase, students are able to understand interpersonal and cultural contexts in specific units to develop the way they speak and write in different ways for different purposes and audiences.

Language Acquisition Korean - 1.0 ML credit

Students in MYP Korean Phases of Acquisition begin to learn the language and develop proficiency as they respond to a variety of spoken and written texts. They understand specific information, main ideas and details presented in oral, visual and written language, and demonstrate their comprehension in a range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations. Depending on their phase, students are able to understand interpersonal and cultural contexts in specific units to develop the way they speak and write in different ways for different purposes and audiences.

AP World Languages and Cultures Program (G11-12)

AP Spanish Language and Culture (Prerequisite: Stamford Spanish 1 or MYP Phase 3B) - 1.0 ML credit (Min. 8 students to run the course)

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skillsin real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

AP Chinese Language and Culture (Prerequisite: IB Chinese B or MYP Phase 3B) - 1.0 ML credit (Min. 8 students to run the course)

The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese.

The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

DP Programme (G11-12) (For students without Native Language Proficiency)

English B HL - 1.0 ENG or ML credit

English B HL course is for the student who chooses to do their first language studies in something other than English, such as Spanish or Chinese. By meeting the "Language A" requirements in another language, this student may choose to study English as their second language, English B. For the Higher Level course, the requirements are quite rigorous and for those whom English is their second language, students should have achieved at least Phase 4 or higher previously to successfully access the course material. The core of the curriculum includes instruction on three topics: communication and media, global issues and social relationships. Optional elements include: cultural diversity, customs and traditions, health, leisure, science and technology (choose two). Students will be required to read two works of literature, give interactive and individual oral presentations, perform

text-handling exercises, demonstrate productive writing skills and complete a creative writing and rationale

Chinese or Spanish B HL - 1.0 ML credit

Students in **Language B Higher Level** understand complex recorded or spoken information on the topics studied. They appreciate literary works in the target language and understand complex authentic written texts related to the topics studied.

Students communicate orally in order to explain in detail a point of view. They describe in detail and accurately experiences and events, as well as abstract ideas and concepts. They produce clear texts where the use of register, style, rhetorical devices and structural elements are appropriate to the audience and purpose. They also produce clear and convincing arguments in support of a point of view.

Students also demonstrate interaction that flows coherently with a degree of fluency and spontaneity. They engage coherently in conversations in most situations and demonstrate some intercultural engagement with the target language and culture(s).

Chinese or Spanish B SL - 1.0 ML credit

Students in **Language B Standard Level** understand straightforward recorded or spoken information on the topics studied. They understand authentic written texts related to the topics studied and they use mostly everyday language.

They communicate orally in order to explain a point of view on a designated topic, and describe with some detail and accuracy experiences, events and concepts. Students also produce texts where the use of register, style, rhetorical devices and structural elements are generally appropriate to the audience and purpose.

They demonstrate interaction that usually flows coherently, but with occasional limitations. Students also engage in conversations on the topics studied, as well as related ideas. They demonstrate some intercultural engagement with the target language and culture(s).

Chinese (Mandarin) or Spanish *ab initio* (SL) - 1.0 ML credit (for students with no previous experience in the language)

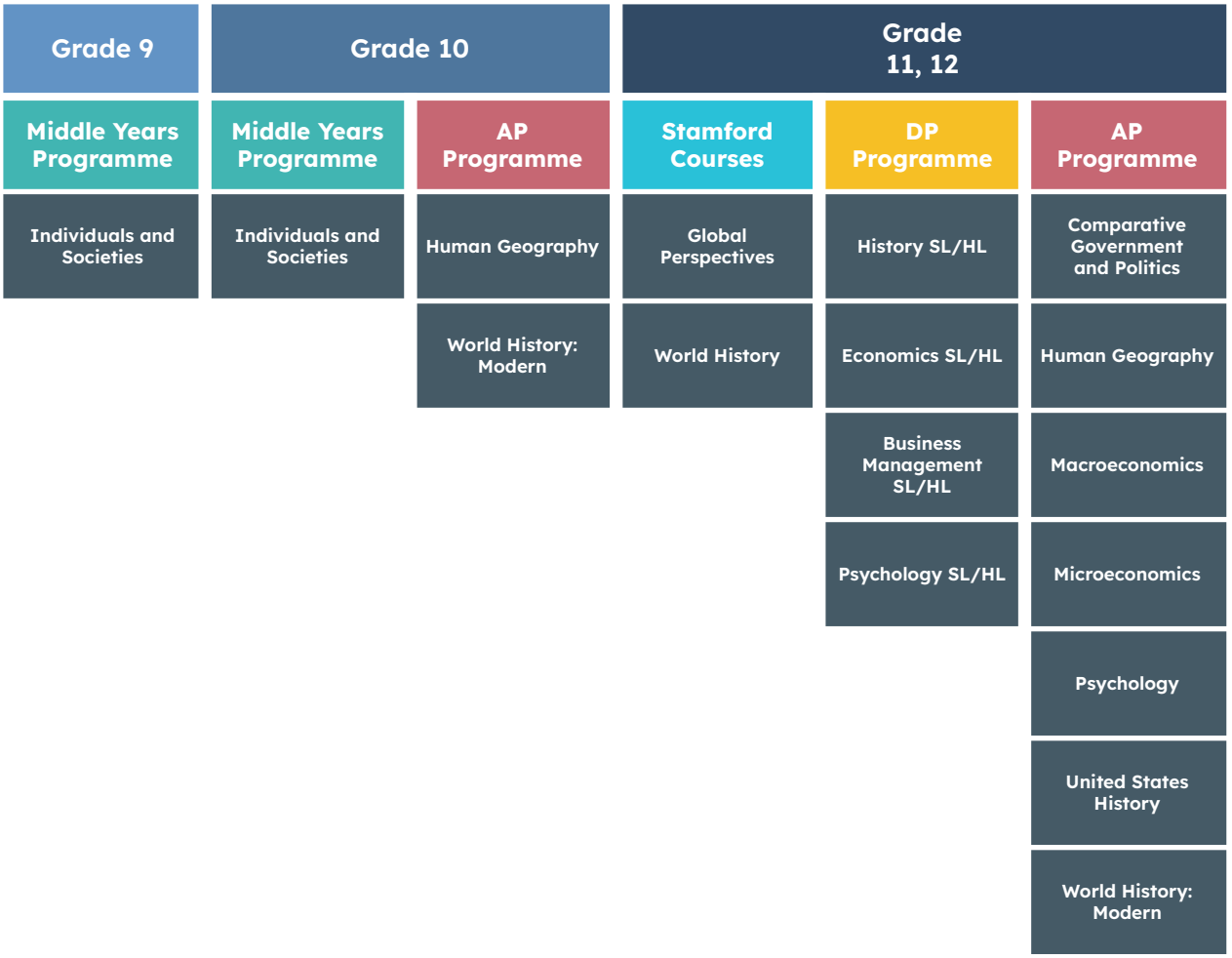
In **Language *ab initio*** students understand, both orally and in writing, simple sentences and some more complex sentences related to the themes about individual and society, leisure and work, urban and rural development. They understand simple authentic written texts and questions related to them in the target language. Students engage in simple conversations within the range of the prescribed themes and related topics. They demonstrated some intercultural understanding by reflecting on similarities and differences between the target culture and the student's own and by providing some appropriate examples and information.

Stamford Courses (G11-12)

Stamford Spanish (1, 2 and 3) - 1.0 ML credit

Spanish 1 introduces students to the four basic language skills: listening comprehension, speaking, reading, and writing, within a cultural context.
Spanish 2 furthers the study of grammar, vocabulary and cultures of Spanish speaking countries. Students improve listening, speaking, reading and writing skills. Students begin to develop reading comprehension skills through literature.
Spanish 3 furthers the study of grammar, vocabulary and cultures of Spanish Speaking countries. Students improve listening, speaking, reading and writing skills. Students further develop reading comprehension skills through literature, oral presentations and written exercises.

Group 3: Individuals and Societies



G9 Middle Years Programme

Individuals and Societies - 1.0 SS credit

The study of individuals and societies helps students to critically appreciate the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practicing the tolerance of uncertainty. The IB's approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyze data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

G10 Middle Years Programme

Individuals and Societies - 1.0 SS credit

The study of individuals and societies helps students to critically appreciate the diversity of human culture,

attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practicing the tolerance of uncertainty. The IB's approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyze data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

AP Programme (G10-12)

AP Comparative Government and Politics (Grades 11-12 only -- G10 by application) - 1.0 SS credit

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

AP Human Geography - 1.0 SS credit

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

AP Microeconomics (Grades 11-12 only) - 1.0 SS credit

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers and should be taken before Macro economics. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Macroeconomics (Grades 11-12 only) - 1.0 SS credit

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Psychology (Grades 11-12 only) - 1.0 SS credit

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

AP United States History (Grades 11-12 only - next in 2024-25) - 1.0 SS credit

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance—identity; people; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture—provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places

AP World History: Modern - 1.0 SS credit

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments. Five themes of equal importance—focusing on the environment, cultures, state-building, economic systems, and social structures—provide areas of historical inquiry for investigation throughout the course. AP World History: Modern encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

DP Programme (G11-12)

History SL/HL - 1.0 SS credit

The DP history SL course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past, specifically of the histories of the move to Global War, and of

the Crisis in Communism and the origins and developments of authoritarian and single party states. Higher Level students extend their studies further to the History of Asia and Oceania.

Economics SL/HL - 1.0 SS credit

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy). The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behavior and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

Business Management SL/HL - 1.0 SS credit

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as **change agents** for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes. Through the exploration of four interdisciplinary concepts: **creativity, change, ethics and sustainability**, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management. Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

Psychology SL/HL - 1.0 SS credit

The Psychology course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore

alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry. In addition, the course is designed to encourage the systematic and critical study of human experience and behavior; physical, economic and social environments; and the history and development of social and cultural institutions. Students who complete the course will develop the capacity to identify, analyze critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society. Students will also collect, describe and analyze data used in studies, test hypotheses; and interpret complex data and source material.

Stamford Courses (G11-12)

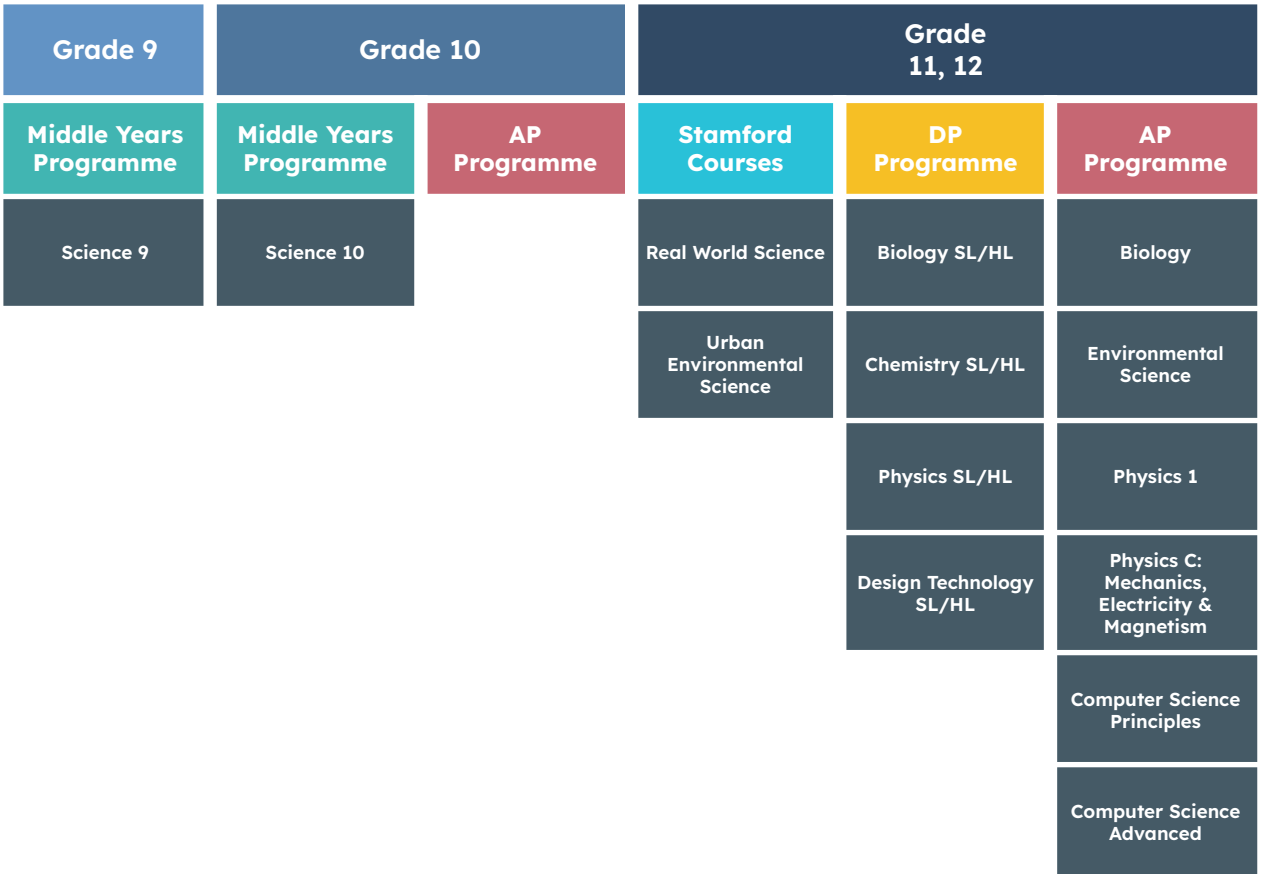
Stamford Global Perspectives - 1.0 SS credit

Global Perspectives offers students the opportunity to enquire into and reflect on important global issues from a personal, local/national, and global perspective. Through the use of case studies, interactive notebooks, possible on-site learning, and self-directed inquiry, students will investigate four main themes of inequality, sustainability, technology and development, and globalization. They will then be able to choose a more focused topic of study, including belief systems, climate change, conflict and peace, law and criminality, transport and infrastructure, and trade and aid. The course will culminate with a passion project on one of these or other chosen topics, where students will be able to share their research and experience.

Stamford World History - 1.0 SS credit

Designed for students interested in history but possibly not at the AP or DP level. This course will prepare students for the AP World History: Modern if desired. The course is currently designed as follows:
Unit 1: Ancient World - civilizations and religions 4000 BCE-500 CE
Unit 2: Expanding zones of exchange and encounter 500-1200 (Medieval Europe, Medieval Asia, Rise and spread of Islam etc)
Unit 3: Global Interactions 1200-1650 (Rise and fall of Mongols, global trade, black death, rise and fall of African Civilizations, Renaissance etc)
Unit 4: The First Global Age 1450-1770 (Protestant Reformation, Exploration, Gunpowder Empires)
Unit 5: Age of Revolutions 1750-1914 (Enlightenment, Political revolutions - US, French, Haitian, Latin America - Industrial Revolution, Imperialism)
Unit 6: Crisis and Achievement 1914-1945 (WWI, Russian Revolution, Global Depression, Totalitarian states, WWII).
Unit 7: 20th century since 1945 (Cold War - proxy wars, Chinese Communist Revolution, Decolonization and independence movements

Group 4: Sciences



G9 Middle Years Programme

Science 9 - 1.0 SCI credit

Grade 9 Science is the fourth course in a five-year Integrated Science program which includes the study of Chemistry, Physics and Biology. The course includes formative and summative opportunities problem-solving in the lab. Students will need to have a solid understanding of the materials covered in order to creatively solve experimental design problems and collect data that proves its success or failure. There is an emphasis on clearly and effectively communicating ideas and supporting these ideas with reliable evidence throughout all criteria.

G10 Middle Years Programme

Science 10 - 1.0 SCI credit

Grade 10 Science is the fifth course in a five-year Integrated Science program which includes the study of Chemistry, Physics and Biology. The course includes formative and summative opportunities problem-solving in the lab. Students will need to have a solid understanding of the materials covered in order to creatively solve experimental design problems and collect data that proves its success or failure.

There is an emphasis on clearly and effectively communicating ideas and supporting these ideas with reliable evidence throughout all criteria.

AP Program (G11-12)

AP Biology - 1.0 SCI credit

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes—energy and communication, genetics, information transfer, ecology, and interactions. **LABORATORY REQUIREMENT:** This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

AP Environmental Science - 1.0 SCI credit

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

AP Physics 1 (Prerequisite: G10 MYP Math Ext) - 1.0 SCI credit

AP Physics 1: Algebra-based is the equivalent of one semester of an introductory, algebra-based Physics college course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. **LABORATORY REQUIREMENT:** This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

AP Physics C: Mechanics; Electricity and Magnetism (Prerequisite: Precalculus) - 1.0 SCI credit

AP Physics C: Mechanics is a half-year course equivalent to a semester-long, introductory calculus-based college course. It covers kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. AP Physics C: Electricity and Magnetism, a half-yexar course following Physics C: Mechanics, is equivalent to a semester-long, introductory calculus-based college course and covers electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism.

AP Computer Science Principles (available in G10) - 1.0 SCI or MATH credit

AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

AP Computer Science Advanced (Prerequisite: AP Computer Science Principles) - 1.0 SCI or MATH credit

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

DP Programme (G11-12)

DP Biology SL/HL - 1.0 SCI credit

Through the study of molecular biology, genetics, ecology, evolution, and physiology, students will understand the structure and function of living things at all levels of complexity and will appreciate the nature of science. The selection of an additional option allows teachers some flexibility to tailor the course to meet the needs of their students. Students will be required to complete a range of tests and assignments, a specified number of laboratory hours, one externally moderated ten-hour investigation of their choice, and three mandatory externally assessed exams that will demonstrate mastery of the above content outcomes, concepts and skills. The study of IBDP Biology will formalize students' understanding of the major concepts of change, relationships and systems in experimental science. Students who complete this course will be able to clearly demonstrate an understanding of the content covered, will be proficient in the use of an appropriate range of lab techniques and equipment, will be able to successfully undertake independent primary and/or secondary research tasks (including database sources), will understand the limits of scientific knowledge, and will be able to describe the ways that science and society interact.

DP Chemistry SL/HL - 1.0 SCI credit

Through the study of quantitative chemistry, periodicity, kinetics, atomic theory, bonding, energetics and equilibrium students will understand the principles that define and describe the chemistry of the physical environment and biological systems. The selection of an additional option, allows teachers some flexibility to tailor the course to meet the needs of their students. Students will be required to complete a range of tests and assignments, a specified number of laboratory hours, one externally moderated ten-hour

investigation of their choice, and three mandatory externally assessed exams that will demonstrate mastery of the above content outcomes, concepts and skills. The study of IBDP Chemistry will formalize students' understanding of the major concepts of change, relationships and systems in experimental science. Students who complete this course will be able to clearly demonstrate an understanding of the content covered, will be proficient in the use of an appropriate range of lab techniques and equipment, will be able to successfully undertake independent primary and/or secondary research tasks (including database sources), will understand the limits of scientific knowledge, and will be able to describe the ways that science and society interact.

DP Physics SL/HL - 1.0 SCI credit

Through the study of mechanics, thermal energy, waves, electromagnetism, energy production and quantum physics students will understand the fundamental principles that underpin the phenomena that we have observed to exist in the physical world. The selection of an additional option, allows teachers some flexibility to tailor the course to meet the needs of their students. Students will be required to complete a range of tests and assignments, a specified number of laboratory hours, one externally moderated ten-hour investigation of their choice, and three mandatory externally assessed exams that will demonstrate mastery of the above content outcomes, concepts and skills. The study of IBDP Physics will formalize students' understanding of the major concepts of change, relationships and systems in experimental science. Students who complete this course will be able to clearly demonstrate an understanding of the content covered, will be proficient in the use of an appropriate range of lab techniques and equipment, will be able to successfully undertake independent primary and/or secondary research tasks (including database sources), will understand the limits of scientific knowledge, and will be able to describe the ways that science and society interact.

DP Design Technology SL/HL - 1.0 SCI credit

IBDP Design is a rigorous course of study focusing on utilizing the design process to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of a solution. Students will develop their Design and Technological literacy as they apply critical thinking and design skills to practical situations and build their understanding of design in the global context. They will be required to selectively apply research and information in an ethical manner when creating solutions and tackling problems. Many key Design concepts are integral to the course of study, including ergonomics, modeling, sustainability and user-centered design

Stamford Courses (G11-12)

Real World Science - 1.0 SCI credit

The Real World Science program provides a framework for the deeper understanding of all scientific knowledge in the context of the real world – a structure that facilitates integrated thinking. In this course, students use the knowledge of science and see patterns and connections within the sub-disciplines as well as other disciplines. This program aims to help students to relate science to technology, society, and the

environment. It is very hands-on, involving laboratory and fieldwork, and allows students to develop the skills, strategies, and habits of mind required for scientific inquiry. The curriculum for the course is organized into semester units. Each unit is designed to be taught in a semester of either junior or senior years.

- The Biology unit focuses on the Investigation of biological systems and their interactions, leading to biological knowledge and understanding that enable us to explore and explain everyday observations, and find solutions to biological issues.
- In the Physics unit, students gather, analyze and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws, and theories of physics. Students consider how physics contributes to diverse areas in contemporary life, such as engineering, renewable energy generation, communication, development of new materials, transport and vehicle safety, an understanding of climate change.
- The Chemistry unit helps students to develop an understanding of the key chemical concepts and models of structure, bonding, and chemical change. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Urban Environmental Science - **1.0 SCI or SS credit**

This new interdisciplinary science course promotes research and education on the globalization and sustainability of our environment, focusing on ecological literacy, urban farming, and the production of food systems. This course will offer students the opportunity to understand:

- the relationship between urbanization and the environment, including urban planning
- the role of nature in the city
- the role of ecological literacy in our environment

This course will run in conjunction with the **Rooftop Garden** and cover the following units:

Unit 1: What is Urban Farming? Introduction to Urban Agriculture

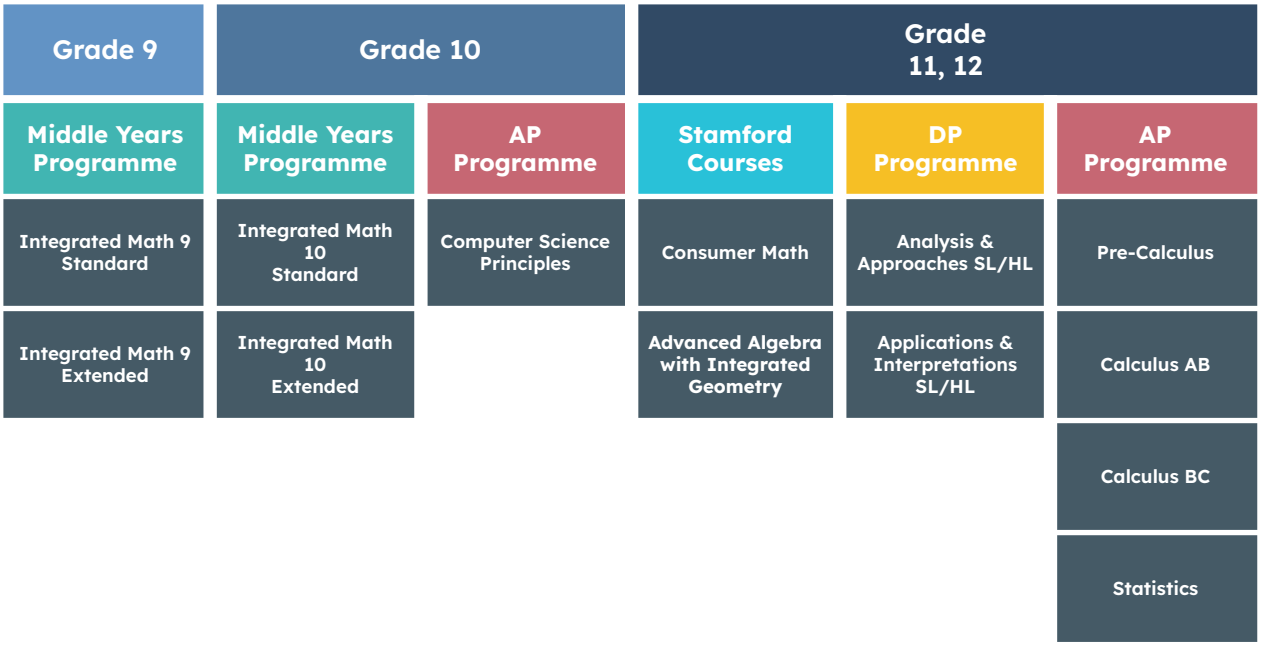
- Soil as an important natural resource
- Climate as a factor
- Ecosystems and Biodiversity

Unit 2: Edible Gardens and Production and Consumption of Food (Resources)

Unit 3: Advances in Agriculture and consequences of Agricultural Practices

Unit 4: Challenges of Contemporary Agriculture and impacts on our urban sustainability

Group 5: Mathematics



G9 Middle Years Programme

Integrated Mathematics 9 (Standard, Extended) - 1.0 MATH credit

Grade 9 is the fourth course in a five year integrated math program which incorporates the study of number, algebra, geometry and trigonometry, probability and statistics and discrete math. The course includes a review of numbers and focuses on Algebra, Trigonometry and Polynomials.

G10 Middle Years Programme

Integrated Mathematics 10 (Standard, Extended) - 1.0 MATH credit

Grade 10 is the fifth course in a five year integrated math program which incorporates the study of number, algebra, geometry and trigonometry, probability and statistics and discrete math. The course includes a review of numbers and focuses on Algebra, Trigonometry and Polynomials.

AP Program (G11-12)

AP Precalculus - (Prerequisite: MYP Grade 10 Math Extended) - 1.0 MATH credit

The AP Precalculus proposed course framework provides a clear and detailed description of what students should know and be able to do to qualify for college credit or placement. The framework includes two essential components:

Mathematical Practices

The mathematical practices are central to the study and practice of precalculus. Students should develop and apply the described skills on a regular basis over the span of the course. Each of the three mathematical practices for AP Precalculus have associated skills.

- Practice 1: Procedural and Symbolic Fluency
- Practice 2: Multiple Representations
- Practice 3: Communication and Reasoning

Course Content

The course content is organized into units of study that provide a suggested sequence for the course.

AP Precalculus Exam Topics (Required for College Calculus Placement)

- Unit 1: Polynomial and Rational Functions
- Unit 2: Exponential and Logarithmic Functions
- Unit 3: Trigonometric and Polar Functions

Additional Topics Available to Schools (Not Included on AP Precalculus Exam)

- Unit 4: Functions Involving Parameters, Vectors, and Matrices

AP Calculus AB (Prerequisite: Precalculus or DP Mathematics HL; AASL) - 1.0 MATH credit

AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Calculus BC (Prerequisite: Precalculus or DP Mathematics HL; AASL + teacher rec) - 1.0 MATH credit

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Statistics - 1.0 MATH credit

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding

DP Programme (G11-12)

Mathematics: Analysis and Approaches SL/HL - 1.0 MATH credit

The Mathematics: Analysis and Approaches course content has been developed to meet the requirements of the new IB Diploma Subject Guide (first exams May 2021). There is a strong emphasis on calculus and on algebraic, graphical and numerical approaches. In this course, students will develop strong skills in mathematical thinking and become fluent in the construction of mathematical arguments. The Mathematics: Analysis and Approaches course is designed for students who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course is suitable for students who may go on to further study in subjects that have a significant level of mathematics content, for example mathematics itself, engineering, physics, business or economics (finance and accounting).

Mathematics: Applications and Interpretations SL/HL - 1.0 MATH credit

The Mathematics: Applications and Interpretations course has been developed to meet the requirements of the new IB Diploma Subject Guide (first exams May 2021). The course emphasizes the applied nature of the subject and is designed for students who wish to understand how mathematics relates to the real world and to other subjects. It will appeal to students who enjoy mathematics in a practical context. Students who take this course will be interested in developing their skills in solving practical problems, harnessing technology and exploring mathematical models. This course is suitable for students who may go on to further study in subjects that utilize mathematics in this way such as social sciences, natural sciences, statistics, business, psychology or design.

UK Recognition of new math curriculum via UCL

Stamford Courses (G11-12)

Consumer Math (Prerequisite: MYP Grade 10 Math Standard) - 1.0 MATH credit

This course focuses on the mathematics involved in making wise consumer decisions. Students explore the many ways in which mathematics affects their daily lives. The first semester will cover paychecks and wages, taxes, insurance, budgets, bank accounts, credit cards, interest calculations, and comparison shopping. Second semester topics include vehicle and home purchasing, investing, and business and employee management.

Advanced Algebra with Integrated Geometry (Prerequisite: MYP Grade 10 Math Standard) - 1.0 MATH credit

Advanced Algebra with Integrated Geometry teaches all the concepts required for a college preparatory Algebra and Geometry course. Algebra topics include simplifying algebraic expressions, solving equations,

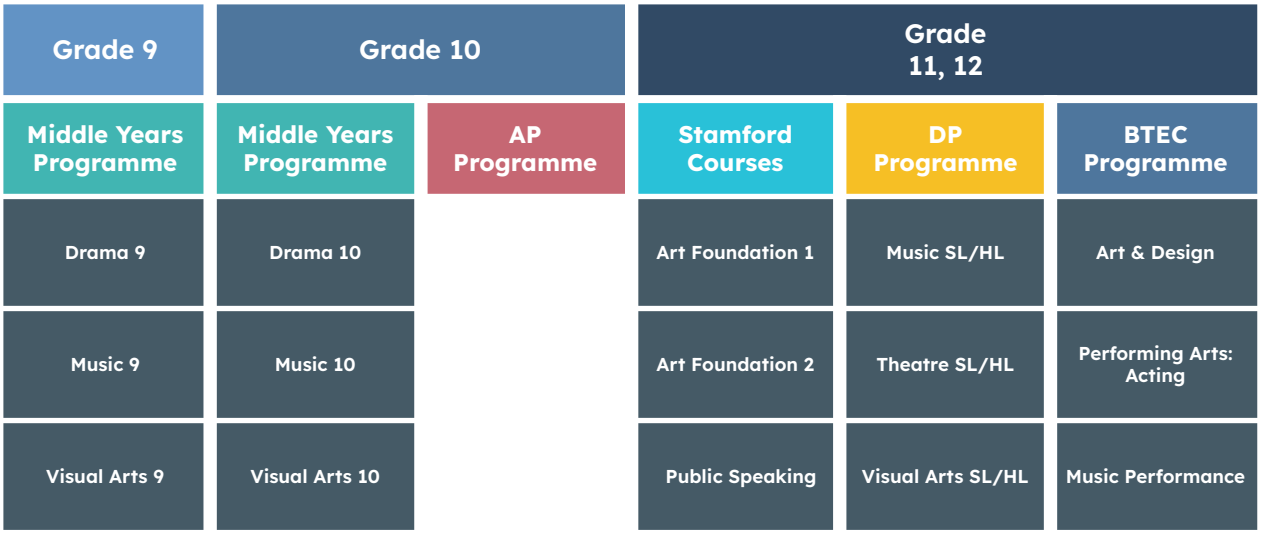
solving linear and nonlinear systems of equations, and word problems. Geometry concepts include, logic, similarity, perimeter/area/volume, and right triangle geometry (trigonometry). Analytical geometry, such as functions and their symbolic, graphic, numeric and verbal forms is thoroughly covered. Other topics include number, ratio, measurement, statistics, computer mathematics, and calculus basics.

GAD (Geometry/Architecture/Design) Math - (Proposal for 2024-2025 - Prerequisite: MYP Grade 10 Math Standard) - 1.0 MATH credit

Pending CPE Approval

This course will focus on students understanding how Geometry, Architecture and Design aspects are mathematically connected in the real world.

Group 6: The Arts



G9 Middle Years Programme

Drama, Music, Visual Arts - 1.0 ARTS credit

As preparation for the Diploma Arts Courses, the grade 9 course focuses on building sound skills and techniques with a focus on the power of art to communicate. Documenting processes and engaging with the Middle Years Program (MYP)s global contexts enriches the student's experiences and supports the MYP objectives. Students will have the opportunity to hone their technical skills through the use of a wide variety of media. In quarter three, all students will participate in the International Baccalaureate's (IB) MYP ePortfolio and can choose if they wish to receive official certification from the IB. The grade 9 course encourages students to contextualize their understanding of art in the world.

G10 Middle Years Programme

Drama, Music, Visual Arts - 1.0 ARTS credit

As preparation for the Diploma Arts Courses, the grade 10 course focuses on building sound skills and techniques with a focus on the power of art to communicate. Documenting processes and engaging with the Middle Years Program (MYP)s global contexts enriches the student's experiences and supports the MYPs objectives. Students will have the opportunity to hone their technical skills through the use of a wide variety of media. In quarter three, all students will participate in the International Baccalaureate's (IB) MYP ePortfolio and can choose if they wish to receive official certification from the IB. The grade 10 course encourages students to contextualize their understanding of art in the world.

DP Programme (G11-12)

Theatre SL & HL - 1.0 ARTS credit

The IB Diploma Programme theater course is a multifaceted theater-making course. It gives students the opportunity to make theater as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience. Theater students learn to apply research and theory to inform and contextualize their work as they experience the course through practical and physical engagement. They understand that knowledge resides in the body and that research can be conducted physically through both action and practice. In this respect, the theater course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theater—as participants and spectators—they gain a richer understanding of themselves, their community and the world. Through the study of theater, students strengthen their awareness of their own personal and cultural perspectives, developing an appreciation of the diversity of theater practices, their processes and their modes of presentation. This enables students to discover and engage with different forms of theater across time, place and culture and promotes international-mindedness. Participation in the DP theater course results in the development of both theater and life skills; the building of confidence, imagination, creativity and a collaborative mindset.

Visual Arts SL/HL - 1.0 ARTS credit

This two-year course is designed for the art student who enjoys the production of visual art and the contextual investigations behind one's art. This is an advanced art course where students develop their creative abilities as well as their critical analysis, appreciation, and enjoyment of visual art. During the first year, the students will make investigations into light and the art of "seeing". This will be combined with numerous two and three-dimensional projects. The creation and continued additions to the student process journal is a necessary element of the course to help the student develop their thoughts into visual cues. The second year involves student independent inquiry, allowing the student the freedom to explore visually the topics that are of interest. Monthly project deadlines can be expected for both process and product development. The final assessment for the course is internally and externally assessed according to IB requirements.

Music SL & HL - 1.0 ARTS credit

The DP Music curriculum has been designed to prepare the 21st century music student for a world in which global musical cultures and industries are rapidly changing. The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.

BTEC (G11-12)

Art and Design - 1.0 ARTS credit, 1.0 SS credit, 1.0 SCI credit, and 1.0 ELE credit

Art and Design spans a broad range of specialisms and purposes, including but not limited to; drawing, painting, sculpture, printmaking, textiles, fashion, photography, film, animation, architecture, interior design, and installation. All practitioners in the creative industries work to enrich or improve the world around us. Before entering the industry, creative practitioners need to explore and refine different interrelated art and design practices in order to develop technical and communication skills and build confidence for producing outcomes. The Extended Diploma has been designed for learners who wish to pursue a career in the creative industries via higher education, to access graduate entry employment within the industry.

Performing Arts: Acting - 1.0 ARTS credit, 1.0 SS credit, and 1.0 ELE credit

Modern performing arts practitioners need to meet broad and varied requirements, including the ability to adapt to performance styles, production and creation contexts, and to understand how stylistic knowledge fits into them. The Foundation Diploma has been designed for learners who wish to pursue a career in the Performing Arts industry via higher education, to access graduate entry employment.

Music Performance - 1.0 ARTS credit, 1.0 SS credit, and/or 1.0 ELE credit

There are broad and varied requirements of modern musicians, including being able to adapt to performance, production and creation contexts, and how musical theory and stylistic knowledge fit into them. The Diploma has been designed for learners who wish to pursue a career in music via higher education, to access graduate entry employment.

Stamford Arts (G11-12)

Art Foundation 1/2 - 1.0 ARTS credit

This is a practical based art course. Assessment is 75% process and 25% final artwork. Process covers things like experimentation, planning, practice and working with feedback to improve work. Students are expected to complete an artwork for each unit. They will need to present their best work at the end of the course. To read more about the Visual Art choices and their differences, please click here

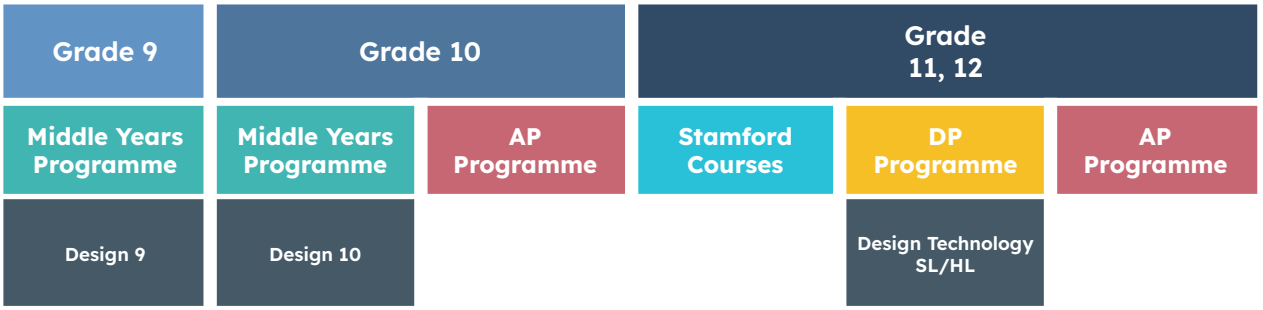
Public Speaking - 1.0 ARTS or ENG or SS credit

This class allows students to create and deliver speeches for a multitude of purposes: informative, persuasive, entertainment. Students will learn to identify the social, cultural and non-verbal aspects of communication and will develop original thought and research, clear expression, and a confident attitude to present speeches in a variety of styles — prepared or extemporaneous. By the end of each semester, students will have had many opportunities to refine their skills in speaking and listening. The course will

cover kinds of speeches (starting with interpretive then moving on to informative and persuasive). The course will focus each unit on language choice, presentation (voice and body posture) and use of digital technology (effective use of slides, for example). The final unit on speaking to an international audience will be an attempt to focus on diversity and international mindedness.

Other/Electives:

Design Technology



G9 Middle Years Programme

MYP Design - 1.0 ELE or ARTS credit

MYP Design requires the use of the design cycle as a tool which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. Students develop knowledge, understanding and skills to design models and create solutions to problems using technology effectively as a means to access, process and communicate information. In Grade 9, Design students will explore design challenges related to a range of issues including robotics and automation, textiles and wearable technology and promoting change through games. Students will have the opportunity to develop skills such as their 2D and 3D drawing techniques including CAD, programing, sewing and use of 3D printers and laser cutters in order to create their solutions.

G10 Middle Years Programme

MYP Design - 1.0 ELE or ARTS credit

The Grade 10 course is the culmination of MYP Design in which students develop an appreciation of the elegance and power of the design process. Students develop knowledge, understanding and skills to design models and create solutions to problems using technology effectively as a means to access, process and communicate information. Students have the opportunity to sit for the MYP Design Certificate by completing the IBO eAssessment from January to March. Prior to that, students undertake a project that relates to the development of sustainable communities which focuses on design innovations for life, global society and environments. The final Maker Faire unit provides an opportunity for students to showcase

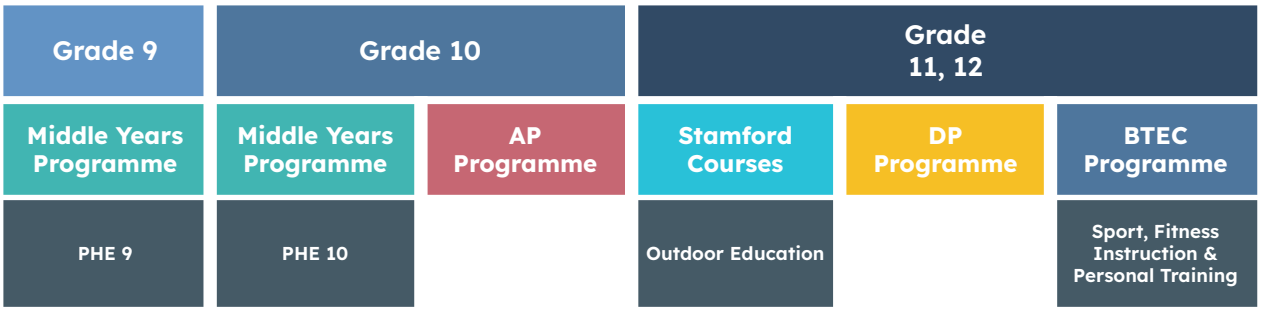
their design skills by incorporating a mixture of modeling, 3D printing, sewing, programming & electronics and laser cutting by creating a product of their own choosing.

DP Programme (G11-12)

DP Design Technology - 1.0 SCi or ELE or ARTS credit

IBDP Design is a rigorous course of study focusing on utilizing the design process to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of a solution. Students will develop their Design and Technological literacy as they apply critical thinking and design skills to practical situations and build their understanding of design in the global context. They will be required to selectively apply research and information in an ethical manner when creating solutions and tackling problems. Many key Design concepts are integral to the course of study, including ergonomics, modeling, sustainability and user-centered design

Physical and Health Education (PHE)



G9 Middle Years Programme

Physical and Health Education (PHE) - 1.0 PHE credit

During Grade 9, students complete Year 4 of the program. There is a greater focus on coaching and peer-assessment through tasks such as softball analysis, designing a swim-based training program, and leading others through a self-designed soccer-activity as part of their Service Unit focused on the Sustainable Development Goals. Students gain exposure to a range of team and individual pursuits, and adventure challenge activities such as Orienteering and Rock Climbing. The Muscular and Skeletal Systems are both taught as part of a Sports Science unit, providing the opportunity for students to apply their knowledge and understanding to explain how they are able to move and be physically active.

G10 Middle Years Programme

Physical and Health Education (PHE) - 1.0 PHE credit

Students complete Year 5 of the program with the option to gain the MYP eAssessment certificate. There is an emphasis placed on fun and enjoyment whilst concentrating on both individual and team based activities. Students have the opportunity to explore a game or activity unique to a country of choice, allowing students to present games that are part of their culture and develop their international mindedness. Collaboration and self-management are strengthened through opportunities to plan and present a fitness to music routine and develop a coach-client relationship in basketball. Students consider participation and enjoyment as they endeavor to develop a striking and fielding game. To prepare students interested in exploring Sports, Exercise and Health Science, the effects of exercise on the human body are explored, specifically the Cardiovascular, Respiratory and Energy Systems.

BTEC (G12 only in 23-24)

Sport, Fitness Instructing, and Personal Training - 1.0 PHE/ELE credit, 1.0 SCI credit, 1.0 SS credit

This qualification is designed to support learners who are interested in learning about the sport, **fitness instructing and personal training** industry as the main focus of a two-year, full-time study programme and for progression into employment such as personal trainer. The **Foundation Diploma** has been designed for learners who wish to pursue a career in the Sports Science industry via higher education, to access graduate entry employment.

Stamford (G11-12)

Outdoor Education - 1.0 PHE or ELE credit

Students will experience learning through four main objectives covering Outdoor Skills and Knowledge, Leadership and Collaboration, Health and Wellbeing, and Ecological Literacy, Conservation, and Sustainability. A blend of technical skills merged with life skills offers students a chance to develop their metacognition by being involved in the complete cycle of thinking, planning, doing and reflecting on multiple different experiences. Through this students will learn agency as they learn more about themselves and how to engage effectively with others and they will become more resilient through the challenging nature of the experiences throughout the course. Linking the learning to an experience could cover the following:

- Create and participate in a multi-day journey itinerary applying:
    - Metacognitive skills to understand self amidst problem solving and conflict resolution
    - Be agents in their own safety, and proactively and systematically manage risk without prompting
    - Demonstrate understanding of conservation issues and challenges
    - Articulate and take action to reflect their environmental ethic
    - Survival skills, improvised shelters

International Baccalaureate CORE Program (MYP and DP)

G6-10 Service as Action

"When the academic and service connection is deliberate and includes student initiative, authenticated needs, reciprocal collaborations with community partners, and meaningful reflection, we call this service learning." - Cathryn Berger Kaye

Service Learning uses the five stages of investigation, preparation, action, reflection and demonstration as a teaching and learning strategy. Meaningful community service is integrated with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Action is wider than service as it can include community engagement, community awareness, community service, and service learning. It can include advocacy and the decision to not act. Action is a strategy and an outcome, learning by doing, enhancing learning about self, making responsible choices and deciding to act or not act.

Service as Action encourages emotional and social growth and develops cooperation, problem-solving skills, conflict resolution, and critical and creative thinking. In MYP Service as Action, students find a need they can respond to using their own personal interests and skills.

G10 MYP Personal Project

The Personal Project is a summative assignment designed as a formal expression of what the student has learned during their years in the MYP. The project should reflect a topic of interest to the individual student. All students in MYP Year 5 (Grade 10) must complete a personal project as an IB expectation. The personal project is assessed using the three objectives evaluating students on their planning, applying skills, and reflecting on their learning and product goal.

The personal project is a significant body of work produced over an extended period. It is a product of the student's own initiative and should reflect his/her experience of the MYP. The personal project holds a very important place in the programme. It provides an excellent opportunity for students to produce a truly creative piece of work of their choice and to demonstrate the approaches to learning skills they have developed in the MYP.

G11-12 Theory of Knowledge

The Theory of Knowledge course is a two-year course which provides IBDP students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. The course centers on the examination of questions that are asked about the themes of:

- knowledge and the knower,
- two of - knowledge and technology, knowledge and language, and knowledge and politics

- five knowledge areas: natural sciences, human sciences, history, mathematics, and the arts

The knowledge questions are addressed within the above themes through a framework that analyses the scope of knowledge, different perspectives on knowledge, the methods and tools used, and ethical considerations. The course is rich in discussion, addresses formal writing proficiency and immerses students in an analysis of the real worlds they live in. Final assessment of the course consists of a formal externally assessed sixteen-hundred word essay, and an internally assessed and externally moderated exhibition where students are required to select one prompt from the list of 35 internal assessment prompts provided in the subject guide and then curate an exhibition of three objects connected to their chosen prompt. Students who choose not to assess externally in the course can elect to sit the first year only but must submit a written application to the DP Coordinator.

G11-12 Extended Essay

The **Extended Essay** is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner. Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

G11-12 Creativity, Activity and Service

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (MYP).
CAS is organized around the three strands of creativity, activity and service defined as follows:

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

CAS aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS programme combines

planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

Stamford High School SERVICE requirement (non- MYP and DP)

G11-12 Service

"When the academic and service connection is deliberate and includes student initiative, authenticated needs, reciprocal collaborations with community partners, and meaningful reflection, we call this service learning." - Cathryn Berger Kaye

Service Learning uses the five stages of investigation, preparation, action, reflection and demonstration as a teaching and learning strategy. Meaningful community service is integrated with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

The Service Programme aims to develop students who:

- enjoy and find significance in a range of Service experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative Service projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

Students must complete at least one service project per year (Grade 11 and 12) lasting more than one month and provide **at least three written reflections (initial, mid-point and final)** per service experience. The reflections must address the following learning outcomes:

1. Identify own strengths and develop areas for growth;
2. Demonstrate that challenges have been undertaken, developing new skills in the process;
3. Demonstrate how to initiate and plan a Service experience;
4. Show commitment to and perseverance in Service experiences;
5. Demonstrate the skills and recognize the benefits of working collaboratively;
6. Demonstrate engagement with issues of global significance at a local level; and
7. Recognize and consider the ethics of choices and actions.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all Service experiences lead to a Service learning outcome. Students must provide evidence on ManageBac of having achieved each learning outcome at least once through their Service programme. The evidence of achieving the seven Service learning outcomes is found in students' reflections.