



THE VILLAGE SCHOOL  
A NORD ANGLIA EDUCATION SCHOOL

# HIGH SCHOOL CURRICULUM GUIDE

2024-25

THE VILLAGE SCHOOL

# INTRODUCTION

We are proud to offer a variety of courses to help our students develop their interests and critical thinking skills in a truly vibrant and innovative atmosphere. Our staff of dedicated professionals understand the importance of nurturing and encouraging students while stimulating them to expand their horizons. Our student body contains talented artists, athletes, students, and creative thinkers. The Village High School prepares students to be successful not only in high school, but also in life.

The information in this catalog is designed to help you enroll in courses at Village High School for the next school year while keeping future course options in mind. Please read it carefully prior to making any decisions about course enrollment. Our faculty and staff are available to consult with course selection and planning, so please do not hesitate to speak with them.

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## THE VILLAGE SCHOOL MISSION

The Village School, an international community, is committed to developing inquisitive life-long learners prepared to think critically, to collaborate genuinely, and to give of themselves generously, as they prepare to lead the next generation into an ever-changing world.

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# ACADEMIC INFORMATION



## GRADUATION REQUIREMENTS

Students at The Village High School must earn a minimum of 26 credits to graduate. The distributional requirements are listed below. Students earn 1 credit for each full-year course and ½ credit for semester long courses.

- 4 credits of English
- 4 credits of Social Science
- 4 credits of Math
- 4 credits of Science\*
- 2 credits of World Language
- 6 credits of Electives\*
- 1 credit of Fine Arts
- 1 credit of Physical Fitness Education/Sports Participation (2 semesters/seasons)
- 40 hours of Community Service (10 hours per year of attendance)

*\*Students graduating in 2026 and after must earn 4 credits of science and 6 credits of electives. Students graduating prior to 2026 must earn 3 credits of science and 7 credits of electives.*

## GRADUATION INFORMATION AND PLANNING

In order to graduate from The Village School, every student must earn 26 credits and complete forty hours of community service. Students earn credit for every course they complete with a passing grade while at Village or while attending a different accredited institution (if a transfer student only). Students should map out a plan for each of their high school years by considering which courses they will take, and in which years they will take them. Students are encouraged to use the Four-Year Plan document when discussing courses for the upcoming school year. In order to be on track for graduation, students should meet or exceed the number of credits and service hours listed below:

Grade Completed	Number of Credits to be on Track	Number of Service Hours
9	7	10
10	7	10
11	6	10
12	6	10
<b>Total</b>	<b>26</b>	<b>40</b>

## **REQUIREMENT SPECIFICS**

- Once the graduation requirement for a particular subject has been met, any additional credits taken within that discipline will count toward Elective credit, except for PE.
- Students who are acquiring English as a non-native language are exempt from studying a second non-native language.
- Students who completed one world language credit in middle school will be able to apply the course toward the World Language graduation requirement; however, every student must complete 26 credits in high school to graduate and no more than one credit in World Language will be carried over from middle school to high school.
- Students who completed advanced math courses in middle school will be able to apply those courses toward the Math graduation requirement; however, every student must complete 26 credits in high school to graduate. Additional courses taken can be used for advancement and will be noted on the transcript.
- 9th grade students may not enroll in any study hall periods; 10th through 12th grade students may not enroll in more than one study hall period.
- Of the four required Mathematics credits for graduation, students must earn a credit in Algebra II unless their incoming math placement is above Algebra II.
- Students must earn a credit in Biology before graduation.
- Village High School students are required to participate in 10 hours of community service per school year. Students may earn credit for community service projects performed outside of the school on the condition that the school receives proper documentation. Students record their community service hours electronically in MobileServe. Successful completion of the CAS program as part of the IB Diploma program fulfills 20 hours of this requirement.
- Seniors failing to fulfill graduation requirements are not permitted to participate in the Commencement Exercises or other Senior Events. The diploma will be awarded upon completion of the graduation requirements.
- The school reserves the right to cancel a class that does not meet a minimum enrollment number and to redistribute students within different sections of a course in order to balance section enrollments.

## **WORLD LANGUAGE REQUIREMENT**

- Native or heritage speakers may not take a course in their native or heritage language for level I and II of a World Language.
- Students are required to commit to the language they choose for their World Language credit.
- Although two years of World Language credit is required to graduate, students are strongly recommended to take 3 or more years of a language to demonstrate a commitment to fluency and comprehension of a language, which increases the quality and competitiveness of college applications.



## **PHYSICAL EDUCATION REQUIREMENT**

High school students at The Village School are required to fulfill one full year of physical education. This can be accomplished in one of three ways:

### **Sport teams**

- Participation on a sport team for a full season may earn the student 0.5 credits toward this requirement.
- Maintaining a 90% attendance record is required throughout the season.
- A cut or drop from an athletic team would require the student to enroll in a physical education class or an off-campus PE activity.
- Participation for the duration of two sport seasons will fulfill the student's 1.0 credit physical education requirement.
- Any additional participation on an athletic team will not earn credits for graduation.

### **Off-campus PE credit**

- Any student interested should set up a meeting with the PE Coordinator to seek approval and appropriate forms.
- The deadline to sign up for off-campus PE credit in each semester aligns with the add/drop deadlines for each semester.

### **Physical Education classes**

- PE classes are offered each semester at varying times to accommodate all schedules.
- These classes are a full year and will merit 1 PE credit upon completion.

## **TRANSFER CREDITS AND MIDDLE SCHOOL COURSES**

All transfer students are required to turn in official transcript(s) from their previous school(s) within two weeks of enrolling at Village. The Village School Registrar will evaluate the transcripts and determine the number of credits that will be recognized by The Village School and those credits required to fulfill all of the graduation requirements. The Village School will recognize and give graduation credit for high school level courses in world language and in mathematics completed before high school (e.g. Spanish I or Algebra I), but students are still required to meet the minimum 26 credits needed for graduation at The Village School. All outside approved credits will be displayed on the Village transcript but will not impact the Village grade point average.

## **PLACEMENT EXAMS**

All new students to The Village School are required to take placement exams in Mathematics, Reading, and English (if a student is learning English as an additional language) in order to evaluate skills and to find the most appropriate course level. Students learning English as an additional language are given a composite of tests involving reading, listening, and writing to assess the student's level and progress. EAL students will be permitted to move courses according to their skill improvement throughout the year. World Language placement exams may also be required depending on a student's course selection.

## **SELECTING COURSES**

At The Village school, we encourage students to be ambitious in their course selections. Students can choose rigorous college-level courses, explore electives that spark their curiosity, and strive to maintain a school-life balance that includes extracurricular activities, community service, and time for friends and

family. As students select courses for each year, they always should plan ahead to graduation and beyond. The process of course selection should consider the following in order:

1. Completing Village graduation requirements.
2. Maintaining an appropriate level of personal challenge and balance in the overall program, including extracurricular activities.
3. Meeting the expectations of target universities.
4. Completing program requirements for the International Baccalaureate, Entrepreneurship, or Pre-Medical Science Diploma

Students are encouraged to complete the Village Four-Year Plan form when discussing course selection each year.

## ADD/DROP PERIOD

Students should think of their course selections as a commitment. We encourage students to take advantage of all the resources at Village as they make their choices, and we expect students to maintain these decisions. We recognize, however, that changes may be necessary in some circumstances. Therefore, during the first two weeks of the school year in August and the first week of the Spring semester in January, there is an Add/Drop period during which students may request to change a class. The existence of this Add/Drop period does not, however, guarantee that it will be possible for a student to make the schedule change that he or she wants to make. For this reason, it is especially important to select the right classes in the Spring to ensure that each student is set up to succeed throughout the year. All Add/Drop decisions will involve the student, parent(s), college counselor(s), and teacher; students must complete the Schedule Change Request Form for each change.

**It is highly discouraged for students to change IB courses in the spring semester. In the 2023/2024** school year, the final day of the Add/Drop period will be August 26th for the Fall semester, and January 13th for the Spring semester.

## WITHDRAWAL FROM A CLASS

After the Add/Drop period, a student must withdraw officially from a class in order to leave it. Parental permission is required to withdraw from a class. Withdrawing from a class, especially to move down a level, is not recommended and may not be possible due to scheduling complexities. Withdrawal from a class is indicated by a “W” on the student’s transcript. Students and parents should discuss the implications of earning a “W” in terms of the college admissions process. After October 11th, student’s may not drop any classes until the end of the semester. Withdrawals from classes are not permitted after the Spring semester Add/Drop period.

## COURSES FOR ADVANCEMENT

The faculty and administration at The Village School believe that the classroom environment provides the greatest potential for student learning and interaction. However, the school recognizes that some students may demonstrate a need to challenge themselves academically beyond their current level of study in a subject area. The purpose of ‘course advancement’ is to offer such students the opportunity to ‘move ahead’ by enrolling in an accredited online/summer school course that may lead to course advancement. Course advancement is for a very small number of students who must show proficiency in a course in order to receive credit on their transcript. Course advancement must follow standard prerequisite expectations, for example, a student must first earn credit for Spanish I before that student can earn credit for Spanish II. Placement in the next level course will be determined by the final grade earned on the online/summer course and the grade earned on the Village School final exam for the equivalent course, held at the start of the school year. Completion of an online / summer course does not guarantee a placement in a higher-level course at The Village School and will be contingent upon space availability. Please note that the list of approved summer courses are NOT Village courses and the school is not responsible for material covered (or not covered) in another institution’s course; we, therefore, cannot guarantee that a student will pass the Village exam by taking an online / summer class.



Students must meet the following criteria to enroll in and receive credit for a course taken for advancement purposes:

- The course must be taken at an accredited institution with prior approval from the Director of Curriculum and Instruction
- The course must be equivalent to a year-long Village course in that subject area
- Students must earn a minimum final grade of 85%, or equivalent, on the online/summer school course
- Students must earn a minimum grade of 85% on the Village final exam in the same course
- Students must present verification of online/summer course completion (transcript or completion notice) on the day of the final exam

The following guidelines must be adhered to prior to enrolling in any course for 'advancement':

- Students must have prior written consent from the Director of Curriculum and Instruction for any course taken for advancement
- Students may enroll in no more than two online/summer courses (one unit of credit each) for advancement purposes, during their high school career
- Online / summer courses must be from accredited institutions; recommendations and counseling are offered by the Registrar. Approval must be obtained from the Registrar prior to enrolling in any online/summer school course. The Registrar also assists with awarding of credit after completion of the online/summer course
- The Course Advancement Form must be signed by: the student, the parent, the Registrar, and the Director of Curriculum and Instruction.

## GRADING SYSTEM AND ESSENTIAL SKILLS RUBRIC

All courses are graded on a semester basis according to the following scale. Coursework completed during the semester will count toward 80% of the overall semester grade and the semester exam will count toward the remaining 20%. Students and families are able to view the 'live' grade book for each class in Canvas. As soon as a teacher inputs an assignment/assessment grade into Canvas, students and parents can view it. Each instructor is asked to evaluate characteristics students demonstrates in their course – the essential skills of the student:

## ESSENTIAL SKILLS

There are three key areas that are given an Essential Skills grade:

- **Participation & Engagement:** This includes factors such as effort, curiosity, collaboration, preparation, and the use of technology.
- **Attitude & Conduct:** open-mindedness, academic honesty, interactions with teachers, punctuality, preparedness, and initiative.
- **Independent Study Skills:** using feedback, managing homework, handling workload, and working independently in class.

A student will be graded as either 'Exceeding Expectations', 'Meeting Expectations', 'Approaching Expectations', or 'Below Expectations' for each category.

PLEASE NOTE: The Essential Skills grades are not something that colleges will see. They do not go on the transcript. They are an internal document that is used to provide information to parents and students about the attitudes and efforts being put forth to be successful. However, if a student's Essential Skills grades are not 'Meeting Expectations' then the Grade Level Leader will intervene to give the student more structure, support and guidance, particularly in the 'Essential Skill' behavior they are deficient in. Continued poor performance on the Essential Skills will be an aspect that is considered for re-enrollment to the next academic grade.

## ESSENTIAL SKILLS RUBRIC

Criterion	Class Participation and Engagement	Respect, Responsibility and Integrity	Independent Study Skills and Reflection
Exceeds Expectations (EE)	The student shows a commitment to excellence, having a positive influence on the classroom culture. They engage attentively in class discussions, excel in collaborative group settings, and set a positive example with their technology use	The student demonstrates exceptional organizational skills. They positively influence the classroom culture through respectful interactions and handle disagreements maturely. They uphold high ethical standards, and take the lead in maintaining a tidy classroom environment.	The student actively seeks feedback, learns from mistakes, and incorporates input into future assignments. They effectively manage their workload, consistently meet deadlines, and excel in planning and executing larger projects. Additionally, they excel in independent learning.
Meets Expectations (ME)	The student consistently demonstrates a strong work ethic. Their engagement in class, active listening, and responsible technology use reflect their enthusiasm and commitment to learning. In group settings, they contribute positively.	The student consistently demonstrates preparedness, punctuality, empathy, and respect in interactions. They produce genuine work, maintain ethical standards, communicate about absences, catch up promptly, and maintain a safe and tidy work area.	The student shows a strong commitment to learning by actively integrating feedback. They manage workload and meet deadlines consistently, demonstrating competence in handling larger projects. They utilize independent study periods efficiently.
Approaching Expectations (AE)	The student occasionally needs reminders to stay on task and shows inconsistent interest in class. In group settings, they sometimes rely on others to do more of the work and tend to participate in discussions mainly when called upon. Additionally, they sometimes use technology irresponsibly.	The student demonstrates inconsistent preparedness, punctuality, and respect. They mostly adhere to academic integrity standards but inconsistently communicate about absences or late assignments. The student does not always help to maintain a safe, orderly, and tidy classroom.	The student occasionally incorporates feedback into their work. They inconsistently complete homework assignments and frequently miss deadlines. Additionally, their utilization of designated independent study periods during class is sporadic and sometimes inefficient.
Below Expectations (BE)	The student frequently needs reminders to stay focused and often does not put in their best efforts. They are sometimes disruptive, and they tend to rely heavily on others in group settings. They only participate in discussions when prompted, and use technology irresponsibly despite repeated reminders.	The student frequently arrives unprepared and late, rarely communicates about absences and seldom takes initiative to catch up on missed work. They have shown disrespect, and failed to adhere to ethical practices during assessments. They make little effort to maintain a tidy and safe classroom	The student rarely integrates feedback into their work. They often fail to complete homework assignments and struggle with managing the class workload, often missing deadlines. Additionally, they rarely use independent study time effectively during class.



## **CREDIT, GRADE POINT AVERAGE, AND SCHOOL RANKING**

Students will receive graduation credit for courses in which they earned a grade of 60% or above. Students will not receive credit for a course in which they earn a grade of 59% or below, or courses in which they receive an Incomplete; these grades are considered failing grades (see “Failure”). A student may only earn one credit for each year-long academic course. If a course is studied for a second time, the student will only be given credit for the course once. Certain exceptions include participation in: Concert Band, Chamber Orchestra, Chamber Choir, Cantati, Jazz Ensemble, Speech and Debate, Language Support Skills, Yearbook, Newspaper, Photojournalism, and Film Production.

A grade point average (GPA) is a number representing the average value of the final semester grades earned in the student’s courses. The GPA is calculated at the end of each semester by adding up the student’s final semester grades and dividing that figure by the number of grades awarded. Students earning a 96% or above weighted year to date GPA with an average essential skills score of 3.25 (with no BE’s) are considered to be Honor Roll students. All grades for courses taken at The Village High School during the academic year will count towards the student’s cumulative grade point average.

The Village School is a non-ranking school, which means that Village does not give each student a numerical rank (based on GPA) in comparison with their peers. The only exception to this policy is that the school must rank students at the conclusion of the 11th grade in order to determine which percentage band a student belongs to; this is in compliance with Texas State requirements. There are four bands used by public Texas universities to potentially offer automatic admittance (sometimes with other qualifications). These bands are the top 6% (varies by year), 10%, 25%, and 50%. Students and universities are never told their specific rank number; instead, they are told only the band to which they belong, and this information is reported only to Texas public universities. To determine this ranking, Village uses the student’s 11th grade weighted (not cumulative) GPA. To be included in the ranking, the student must be enrolled and attending class prior to the end of the Fall Add/Drop period, August 26th, 2024, of 11th grade. Early withdrawal students are not included in the rank.

The 12th grade students with the highest and second highest final cumulative weighted GPA’s for their junior and senior year are denoted as the Valedictorian and Salutatorian, respectively.

## **FAILURE**

A course failure may jeopardize a student’s continuation at the school. Students who fail the equivalent of two one-credit courses in one year may be subject to dismissal. To meet graduation requirements, students must retake the course in the next academic year or in an approved summer program (see “Credit Recovery”).

## **PASS/FAIL AND SELF-TAUGHT IB CLASSES**

Some classes, such as PE, Research Methods and Self-Taught IB classes, do not earn number grades and instead earn a grade of Pass or Fail. Students earn credit for those classes in which they earn a Pass, and no credit for classes in which they earn a Fail. The grades for these courses are determined by the teacher and are primarily based on the effort the student puts into the required work for the class. Pass/Fail classes are not included in the student’s grade point average calculation.

## **CREDIT RECOVERY**

It is expected that core graduation requirements will be completed at The Village School. Exceptions to this may be made on a case-by-case basis and require the prior written consent of the Director of Curriculum and Instruction. Credit recovery is available to students in the following circumstances only: a failed course that is required for graduation or a course required for graduation into which the student cannot be scheduled.

Online/summer courses provide students remediation and make-up opportunities. The following guidelines must be adhered to prior to enrolling in any program:

- Students must have prior written consent from the Director of Curriculum and Instruction for any course taken for credit.
- Students may not be enrolled in more than two online/summer courses (one unit of credit each) at any given time, prior to their regularly scheduled graduation date.
- Online/summer courses may not be taken in lieu of regularly offered courses unless it is specifically for credit recovery purposes.
- Online/summer courses must be from accredited institutions; recommendations and counseling are offered by the Registrar. Approval must be obtained from the Registrar prior to enrolling in any summer/online program. The Registrar also assists with awarding of credit after completion of summer/online courses.
- The Credit Recovery Approval form must be signed by: the student, the parent, the Registrar, and the Director of Curriculum and Instruction.
- No credit will be granted until the transcript/completion certificate has been submitted to the Registrar.

Students and parents should be aware that online courses are self-paced; students must be self-motivated and independent learners.



## GRADE WEIGHTING

Grade weighting will be provided for those grades earned in Honor, AP, and IB courses. The report card and transcript will reflect the actual grade earned in the course; when a student's semester grade-point average (GPA) and cumulative GPA are calculated, the calculations will include the grade weighting increases below.

### Honors Courses

- Students will receive a 4-point increase to the grade for each course.

### Advanced Placement (AP) Courses

- Students will receive a 6-point increase to the grade for each course.

### IB Subjects (for non-IB Diploma Candidates) \*

- Standard Level Courses - Students will receive a 6-point increase to the grade for each course.
- Higher Level Courses - Students will receive an 8-point increase to the grade for each course.

*\*These apply to students studying an IB course in any grade level.*

### IB Diploma Candidates

- Students will receive a 7-point increase to the grade for each graded course regardless of the level of courses taken, except for TOK and Pass/Fail classes. TOK will receive a 6-point increase to the grade and Pass/Fail classes will receive no point increase. In general, a full IB student will earn an additional 48-points distributed across their IB courses unless they are taking an IB class as Pass/Fail. An additional 2.5 points will be awarded to the overall GPA calculation to account for the time and commitment given to CAS and the EE.

## **GPA EXEMPTION**

Due to IB grade weighting pushing the maximum grade to 106 for SL courses and 108 for HL, and a non-IB course having a maximum grade of 100, it could be possible that a non-IB course will lower the student's weighted GPA. Therefore, students who are full IB Diploma candidates will have one non-IB course excluded from their weighted GPA calculation at the end of the academic year. Please note, the grade of the course will still appear on the transcript; it will only be excluded from the weighted GPA calculation. While the course being waived will not calculate into the Village GPA, it can/will be used to calculate NCAA eligibility.

Students must meet the following criteria for the exemption:

- 11th and 12th grade students only
- Carry the full IB Diploma
- Have a grade of at least 80/100 or above in IB coursework in both semesters
- Have a history of grades at least 90/100 or above in the excluded course in both semesters
- A student must maintain membership in the excluded course for the entire academic year
- A student cannot exclude an IB course from their GPA calculation

## **TEXTBOOKS**

Students are required to purchase course textbooks as dictated by the teacher of each course. Students may purchase their books through any book vendor, and the required list of texts can be found on the school's website. Students must acquire their own copies of books for all of their courses by the end of the Add/Drop Period.

## **21st-CENTURY SKILLS**

At The Village School, high school students have daily interactions with a myriad of different software applications and hardware devices. Students are empowered by technology through goal-setting, digital portfolios, and peer feedback and construct knowledge when employing high level research methods, evaluating online information, and utilizing personal digital organizational skills. The principles of design are applied regularly during classroom lessons through creative work, and students become well-versed in many different technology applications being used in the professional market today.

Innovation and exploration are encouraged through the design thinking process that emphasizes finding solutions to real-world problems, the ability to think abstractly and procedurally, and a comfortability with ambiguity. Finally, Village students are global communicators as they are given opportunities to collaborate with online communities through Nord Anglia's Global Campus, create and manage personal learning networks, and leverage the power of online platforms to empower others, address societal inequalities, and promote good.



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# THE INTERNATIONAL BACCALAUREATE PROGRAM



## THE INTERNATIONAL BACCALAUREATE (IB) PROGRAM

IB Mission Statement (from [www.ibo.org](http://www.ibo.org))

*“The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.”*

The Village School has been an authorized IB World School since 2010. The IB program was designed to develop a universal two-year high-school curriculum that provides appropriate challenges to students with a broad range of abilities, interests, cultural backgrounds, and nationalities. IB courses will be chosen in the spring semester of sophomore year with help from the College Counselors and the IB Coordinator, after a series of information/guidance sessions during grade 10. All IB courses are taken over two years. Successful completion of IB courses and a passing grade on IB exams may result in university recognition and credit.

(<https://blogs.ibo.org/blog/2018/05/05/getting-ib-credit-at-university/>)

Students can choose to take some individual IB courses, or the full IB Diploma. All IB courses require a combination of examinations, which students take in May of their senior year, and a portfolio of relevant student work called the Internal Assessment (IA). Students enrolled in IB courses must complete the IB examinations in May of their senior year to receive an IB certificate or IB diploma.

There are additional fees payable for each IB course taken, which are due on a yearly basis. These fees cover the costs associated with running an IB program, including examination fees, registration fees, and secure mailing fees. Families will be billed after the first semester Add/Drop period has ended. All IB students and their parents are required to sign an agreement called the “IB Program Agreement” in which they acknowledge responsibility for the additional fees and for putting in the extra commitment that is required of IB students.

## THE IB DIPLOMA PROGRAM

Taken as part of the IB Diploma Program, IB courses comprise a rigorous, nationally and internationally-recognized program of study. During this two-year program, students study six subjects chosen from at least five different subject groups. In addition, students are also required to complete an Extended Essay (EE), study Theory of Knowledge (TOK), and participate in Creativity, Activity, Service (CAS). Students must study three, but no more than four, subjects at Higher Level (HL) to be eligible for an IB Diploma. The remaining two or three subjects are taken at Standard Level (SL). In Math and Language Acquisition courses, the level of study (HL or SL) will be determined by the student’s prior courses. In all other classes, the student and teacher will discuss whether the student will take the SL or HL examination.

## **HL AND SL COURSES**

The distinction between Higher Level and Standard Level courses is due to the depth and volume of content for which the student is responsible. HL courses have more assessment objectives compared to SL courses, tend to be more rigorous, and have lengthier examination papers. Students will be placed in IB classes in Math and Language Acquisition based on their prior achievement. Students must choose between SL and HL at the start of the two-year course for classes in language acquisition, language and literature, science, computer science, and mathematics. For all other IB courses, students will make the distinction between SL and HL at the end of their junior year, with the help of their instructor.

## **ENTRY INTO THE IB DIPLOMA PROGRAM**

Students enrolled in the Village School as 10th graders will be advised by their teachers and the IB Coordinator as to whether it will be feasible to attempt the full IB Diploma Program. Students must earn at least a 225 on the MAP: Reading and Language Usage tests to attempt the full IB Diploma Program. Students new to Village wanting to accept the challenge of the IB Diploma Program will be reviewed on a case-by-case basis regarding past academic experience and attitude. First-year IB Diploma candidates will have a probationary period and will be reviewed throughout the first year. NOTE: If a student is not performing to a satisfactory standard in one or more IB classes, Core requirements, or is not meeting internal and external deadlines, they will be placed on a system of monitoring. If the monitoring does not result in an improvement in performance, the student will be withdrawn from those aspects of the program. One of the core elements to success in the Diploma Program is the student's approach to learning. It is therefore imperative that the student pursuing the IB Diploma remains in good academic standing throughout the program. All students and their parents will be required to sign the IB Program Agreement before the end of the add/drop period. This agreement will be delivered to the family at the time of academic advising. The signed agreement should be returned to the IB Coordinator before the end of the add/drop period.

## **CONTINUATION IN THE IB DIPLOMA PROGRAM**

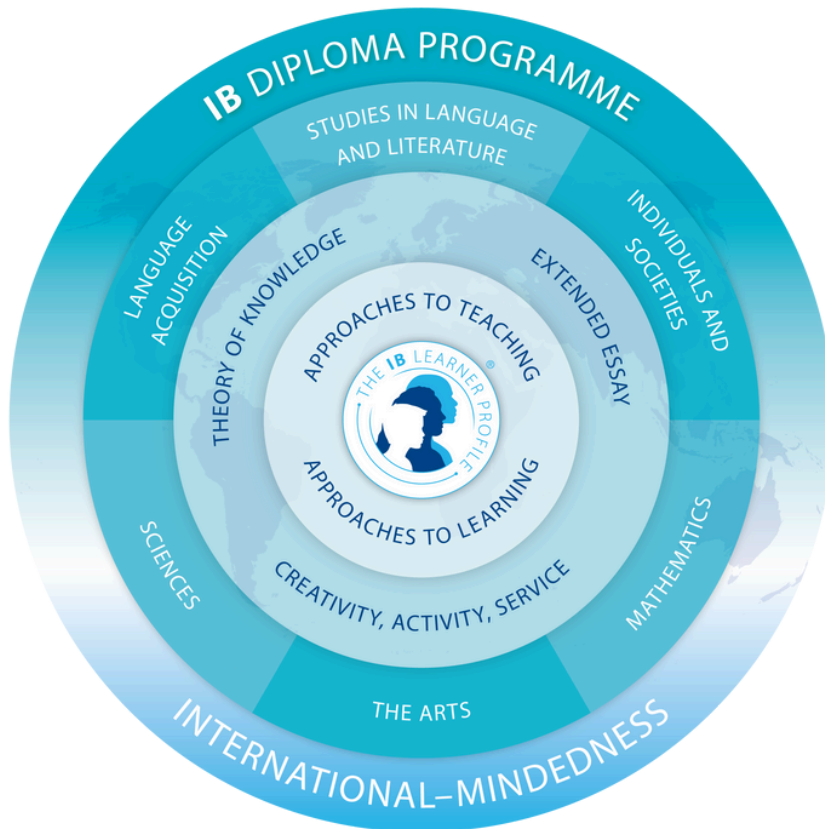
Students must complete the following in order to continue as an IB Diploma candidate when starting their senior year:

- 4000 words on the EE
- Complete TOK Exhibition
- 12 experiences and 12 Reflections for CAS logged into Managebac

## **IB DIPLOMA COSTS**

For the 2024-2025 school year, the cost for participation in the full diploma is \$1400, or \$250 per subject for students not pursuing full IB. If a student is withdrawn from any IB subjects, fees will not be refunded. The administration fee covers charges associated with the IB program such as the school annual fee, examination fee per subject, IB resources provided by the school, and teacher professional development. This does not include the costs associated with any online IB courses in which a student elects to enroll.

## THE IB DIPLOMA PROGRAM CURRICULUM MODEL



## CHOOSING SUBJECTS FOR THE IB DIPLOMA PROGRAM

If students are interested in studying the full IB Diploma Program, they must study one subject from each of “group” shown below; 3 subjects must be taken at the Higher Level and 3 subjects at the Standard Level (occasionally, students may be allowed to take 4 subjects at HL and 2 at SL). In addition, students will be enrolled in Research Methods and TOK, must commit to writing an Extended Essay and must fulfill all CAS requirements. Students may choose, if able, to take two subjects from Group 1 in lieu of a Group 2 course. This can result in the awarding of an IB Bilingual Diploma. All online courses available are taught by an external agency and will have an additional cost of approximately \$1600 per year (see IB Blended Learning Options).

## IB COURSES OFFERED

<b>Group 1: Language and Literature (Language A)</b>	<ul style="list-style-type: none"> <li>• English A: Language and Literature</li> <li>• English A: Literature</li> <li>• Chinese A: Language and Literature</li> <li>• Other Languages: School Supported Self-Taught Literature *</li> </ul>
<b>Group 2: Language Acquisition (Language B)</b>	<ul style="list-style-type: none"> <li>• Chinese B</li> <li>• English B</li> <li>• Spanish B</li> <li>• Spanish Ab Initio *</li> <li>• French B</li> <li>• French Ab Initio *</li> <li>• Mandarin Ab Initio * (online)</li> <li>• Arabic Ab Initio</li> </ul>
<b>Group 3: Individuals and Societies</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Global Politics</li> <li>• Economics</li> <li>• Psychology</li> <li>• Business Management</li> <li>• Social and Cultural Anthropology</li> <li>• Philosophy * (online)</li> <li>• Digital Society (online)</li> </ul>
<b>Group 4: Sciences</b>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Environmental Systems and Societies</li> </ul>
<b>Group 5: Mathematics</b>	<ul style="list-style-type: none"> <li>• Mathematics: Analysis &amp; Approaches</li> <li>• Mathematics: Applications &amp; Interpretation</li> </ul>
<b>Group 6: Arts and Electives</b>	<ul style="list-style-type: none"> <li>• Music</li> <li>• Theatre</li> <li>• Dance</li> <li>• Visual Art</li> <li>• Film * (online)</li> <li>• Computer Science</li> <li>• Choice of subject from Group 2 – 4</li> </ul>

\* Indicates the course only available at the Standard Level



## SCHOOL SUPPORTED SELF-TAUGHT IB LITERATURE COURSES

School Supported Self-Taught (SSST) Literature is a course designed for students to study literature in their native language and therefore requires that the student is a fluent reader, writer, and speaker in the target language. Students who take this option must have had a literature background in their native language. SSST courses require a student to be highly motivated and an independent worker. The class is Self-Taught, with guidance from the school. The course will be listed on the transcript but will be assigned a Pass/Fail grade since there will not be a teacher to grade assignments. The Pass/Fail will be based on work habits and the production of assignments by the due dates. Students are required to find a tutor who can read and give feedback on their work regularly.

## IB BLENDED LEARNING OPTIONS

We are excited to offer a variety of online IB courses through Pamoja Education. Pamoja Education online IB courses have been developed under the IB's rigorous quality assurance standards. Their online courses are aligned to the IB subject guides, meet IB course requirements, are taught by experienced IB teachers specialized in online pedagogy, and prepare for the same assessments as a traditional face-to-face course. Online teachers instruct students in innovative ways using interactive live lessons, audiovisual tools, and group and private discussions. Students share a learning space with fellow classmates from around the world and are divided into sections of approximately 30 students. Students should expect to commit the same amount of time as they would in face-to-face IB courses (including homework) and will be scheduled to attend a class period to complete work set by their online teacher.

The Village School's Site-Based Coordinator (SBC) will oversee the students and monitor their engagement. Parents will be notified if the online teacher has any cause for concern. In order to be successful, the student must have the following traits: self-motivated, independent learner, good oral and written skills in the English language, tech-friendly, and have a high level of interest in the course. Online courses are formally assessed in the same way as courses undertaken face-to-face, including the same internal and external assessments. The course will be listed on the transcript but will be assigned a Pass/Fail Grade. The following courses are available to be studied online at an additional cost to the family of approximately \$1600 per year: Mandarin ab initio SL (group 2), Digital Society HL/SL (Group 3), Philosophy SL (Group 3), and Film SL (Group 6). Although Pamoja does offer some of the courses that are taught at The Village School, students will not be permitted to choose those subjects to study online.

Students may not sign up for the online courses on their own. Please contact the IB Coordinator, Kerri Peters: [kerri.peters@thevillageschool.com](mailto:kerri.peters@thevillageschool.com) if you are interested. For more information, visit <http://www.pamojaeducation.com>.

## IB SCORES AND DIPLOMA PASSING CONDITIONS

IB courses are given final, cumulative scores on a scale of 1-7. Scores are the sum of all internal and external assessments; the percentage of weight given to each component of a course depends on each subject. Typically, internal assessments will count between 20% and 30% of a final course's score. Diploma candidates must earn a minimum score of 24 points for six courses in order to earn the IB Diploma. In addition to this minimum point score, students must also obtain at least 12 points on

their 3 HL subjects (the 3 highest levels are used if the student takes 4 HL's) and 9 points on their SL subjects. To achieve the full IB Diploma, students must also successfully complete a program of Creativity, Activity, and Service, and obtain at least a D for TOK and Extended Essay.

A student will not achieve the IB Diploma due to any one or more of the following reasons:

1. CAS requirements have not been met.
2. The candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of the Theory of Knowledge and the Extended Essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. The candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. The candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Students can earn additional points toward their IB Diploma Points total according to the Theory of Knowledge/Extended Essay matrix below:

		TOK Grade					
		A	B	C	D	E	N No Grade
EE Grade	A	3	3	2	2	Failing Condition	Failing Condition
	B	3	2	2	1	Failing Condition	Failing Condition
	C	2	2	1	0	Failing Condition	Failing Condition
	D	2	1	0	0	Failing Condition	Failing Condition
	E	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition
	N No Grade	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition

## RECEIVING OFFICIAL IB RESULTS

Final scores for IB courses are provided via a secure website in early July after the relevant courses have been completed. Students will need their IBIS password and pin code available to access their results.

## UNEXPECTED SCORES/RE-GRADING EXAMS

Occasionally, their official IB score in one or more subjects surprises students. Students can request that their subject exam papers (not Internal Assessments) be re-graded by IB. This request must be done via email to the IB Coordinator as soon as possible after the issue of results in July. The cost involved in a re-grade changes each year, therefore the cost of this service will be shared upon request. The IB Coordinator will check that payment has been made to the business office before the request for a re-grade will be submitted to IB. If a re-grade results in the grade increasing, a refund will be given. Students must also be aware that a re-grade request may result in a lowering of the original grade.

## IB RESULTS SENT TO UNIVERSITIES

Official university transcripts for IB courses must be obtained from the IB Organization directly. Students will be asked to submit their university choice/choices to the IB Coordinator in the second semester of 12th grade. Final IB scores can be sent directly to the university admission departments. This service is free as long as the deadlines are met. The deadline for UCAS requests to be submitted is April 30th. The deadline for USA colleges/universities is July 1st. If requests are made after the deadlines there will be a fee for this service. The student will need to request the service via the website: [http://rrs.ibo.org/replacement\\_orders/index.cfm](http://rrs.ibo.org/replacement_orders/index.cfm).

## IB GRADING

The Village School recognizes that scores provided by the IB Organization represent external standards that, although representative of the values we seek in students, do not always reflect a student's work in the classroom. To that end, Village provides its students with percentage grades rooted in IB standards but based on performance and effort in the classroom. In major assessments and exams, students will receive both a raw IB level and a school grade, based on the following chart:

IB Level	School Grade awarded
7	96-100
6	90-95
5	83-89
4	76-82
3	70-75
2	60-69
1	0-59



**THE VILLAGE SCHOOL**

A NORD ANGLIA EDUCATION SCHOOL

# ADVANCED PLACEMENT COURSES



## **ADVANCED PLACEMENT COURSES**

Students can choose to take AP courses. All AP courses have an examination, which students take at the end of the year in May. Students enrolled in AP courses must complete the AP examinations in May to receive an AP score. There are additional fees payable for each AP course taken, which are due on a yearly basis. These fees cover the costs associated with running an AP program, including examination fees, registration fees, and secure mailing fees. Families will be billed after the first semester Add/Drop period has ended. All AP students and their parents are required to sign an agreement called the “AP Program Agreement” in which they acknowledge responsibility for the additional fees and for putting in the extra commitment that is required of AP students.

## **ENTRY INTO ADVANCED PLACEMENT COURSES**

Students enrolled in the Village School will be advised by their teachers, the AP Coordinator, and their College Counselor as to whether it will be feasible to attempt AP courses. Students must earn at least a 235 on the MAP Language Usage and a 240 on the MAP Reading tests in order to attempt an AP course. If a student is not performing to a satisfactory standard in one or more AP classes or is not meeting internal deadlines, they will be placed on a system of monitoring. If the monitoring does not result in an improvement in performance, the student will be withdrawn from those aspects of the course. One of the core elements to success in an AP course is the student’s approach to learning. It is therefore imperative that the student taking an AP course remains in good academic standing throughout the course. All students and their parents will be required to sign the AP Program Agreement before starting an AP course. This agreement will be delivered to the family at the time of academic advising. The signed agreement should be returned to the AP Coordinator before the end of the add/drop period.

## **CHOOSING AP SUBJECTS**

AP courses are rigorous college-level courses. The breadth of material covered is extensive in a short amount of time and students need to consider how they will balance the expectations of an AP course or courses with their other commitments. Students can take up to four AP courses each year and can take the course for the benefit of exposure. Students are not required to sit the exam in May. Certain AP scores could earn students college credit or advanced placement (meaning students could skip certain courses in college). Use this [website](#) to find colleges that offer credit or placement for AP scores.

## **AP SELF STUDY COURSES**

The faculty and administration at The Village School believe that the classroom environment provides the greatest potential for student learning and interaction, especially in AP courses. However, the school recognizes that some students may demonstrate a need to challenge themselves academically beyond their current level of study in a subject area. The purpose of AP self-study courses is to offer such students the opportunity to test in an AP course that the school does not offer or that does not fit into their schedule. To register for an AP exam for an AP self-study course at The Village School, students must enroll in an accredited school course. AP self-study is for a very small number of students who must show proficiency in a course to register for the AP exam. Please note that the list of approved summer courses are NOT Village courses, and the school is not responsible for material covered (or not covered) in another institution’s course to prepare a student for an AP exam; we, therefore, cannot guarantee that a student will be successful on the actual AP exam.

Students must meet the following criteria to enroll in a self-study AP course and be registered for an AP exam:

- The course must be taken at an accredited institution with prior approval from the Director of Curriculum and Instruction
- The course must be equivalent to a year-long Village course in that subject area
- Students must earn a minimum final grade of 85%, or equivalent, on the course
- Students must earn a minimum of a 3 on an AP mock exam
- Students must present verification of course completion prior to AP exam registration

Students who are registered for an AP exam through The Village School will be charged an additional fee to cover the cost of the AP exam.

## AP COURSES OFFERED

<b>Arts</b>	<ul style="list-style-type: none"> <li>• 2-D Art and Design</li> <li>• Drawing</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• Literature and Composition*</li> </ul>
<b>History and Social Science</b>	<ul style="list-style-type: none"> <li>• Human Geography</li> <li>• Macroeconomics</li> <li>• Microeconomics</li> <li>• Psychology</li> <li>• United States History</li> </ul>
<b>Math and Computer Science</b>	<ul style="list-style-type: none"> <li>• Precalculus</li> <li>• Statistics</li> <li>• Calculus AB *</li> <li>• Calculus BC *</li> <li>• Computer Science Principles</li> <li>• Computer Science A</li> </ul>
<b>Sciences</b>	<ul style="list-style-type: none"> <li>• Environmental Science</li> <li>• Physics 1</li> </ul>
<b>World Languages and Cultures</b>	<ul style="list-style-type: none"> <li>• Spanish Language and Culture</li> </ul>

*\* Course is taught only in the 1st year of IB course, not as a standalone option.*

## RECEIVING OFFICIAL AP SCORES

Final scores for AP courses are provided via My AP in July after the relevant courses have been completed. Students will need their My AP credentials to access their results.

## AP RESULTS SENT TO UNIVERSITIES

Official AP scores must be obtained from College Board directly. Students will be able to send their scores to one college, university, or scholarship at no cost. Additional score reports may be sent for a fee. Consult <https://apstudents.collegeboard.org/sending-scores/free-score-send> for more information.

## AP GRADING

The Village School recognizes that scores provided by the College Board represent external standards that, although representative of the values we seek in students, do not always reflect a student's work in the classroom. To that end, Village provides its students with percentage grades rooted in AP standards but based on performance and effort in the classroom. In major assessments and exams, students will receive both a raw AP level and a school grade, based on the following chart:

AP Score	School Grade Awarded
5	93-100
4	85-92
3	75-84
2	60-74
1	0-59

## AP COSTS

The cost per AP class is \$100.



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# PRE-MEDICAL SCIENCE DIPLOMA

## PRE-MEDICAL SCIENCE DIPLOMA

The Village School is excited to offer the Pre-Medical Science Diploma Program curated for students interested in pursuing a career in medicine. In collaboration with our science department and industry professionals, the Pre-Medical Science Diploma (PMSD) is a career-specific program where enrolled students will take a variety of courses directly related to medical science. The foundation of this program is built on courses such as World Health Research and Medical Terminology, and Biology, all of which are prerequisites for acceptance into the PMSD. In addition to foundational and rigorous coursework, students will be immersed in experiential learning through partnerships with industry-leading healthcare organizations. Upon completion of the PMSD, students will receive a comprehensive Pre-Medical Science Diploma, showing evidence of preparation for a future career in medicine.

There are additional costs associated with enrollment in the Pre-Medical Science Program courses. Families will be expected to pay the fees associated with the IB courses that they take in addition to administrative and lab fees associated with the Pre-Medical Science courses.

### Goals:

- To prepare future healthcare professionals for successful careers
- To develop leaders in healthcare research and practice
- To provide access to healthcare professionals through mentorship
- To engage students in skills based experiential learning opportunities

### Advantages:

- Rigorous curriculum designed in partnership with industry professionals
- Experiential learning infused into all program courses and co-curricular activities
- Research driven Senior Capstone Project where students will present and publish

### Co-curricular Activities:

- Internships with industry professionals
- Observation of surgery and medical procedures (as access permits)
- Engage in on-going, collaborative research with industry professionals through the Senior Capstone Project
- Active participant in clubs including Medical Mindset and Health Occupations Students of America (HOSA)
- OSHA-10 certification
- Basic Life Saver (BLS) certification
- Medical Scribe certification
- Patient Care Technician (PCT) certification
- Pharmacy Technician certification

Students interested in pursuing a career in medicine should strongly consider the Pre-Medical Science Diploma and all it has to offer. Taking the courses in this program will allow students to be more competitive when choosing university options and more prepared as they pursue a career in medicine.



## COURSES

During their sophomore year, students who intend to pursue the Pre-Medical Science Diploma should take the year-long Health Science course. This course will prepare students to take the higher-level skills-based health science courses in the 11th and 12th grade years. Failure to take the Health Science course in 10th grade may preclude students from pursuing the Pre-Medical Science Diploma.

In addition to the core Pre-Medical Science Diploma Program courses listed below, students who wish to earn this diploma will be required to complete Biology, Chemistry, Anatomy & Physiology, Pathophysiology, IB Biology, IB Chemistry, and IB or AP Psychology.

### Pre-Medical Science Diploma Program Core Courses:

- World Health Research and Medical Terminology (9th/10th grade, no prerequisite)
- Health Science (10th grade, prerequisite: Biology, World Health Research and Medical Terminology; for 10th graders this can be taken concurrently with World Health Research and Medical Terminology)
- Research Methods in Medicine (11th grade, Pre-Medical Science Diploma Candidates only, IBDP candidates may replace this course with Research Methods)
- Health Science II (11th/12th grade, Pre-Medical Science Diploma Candidates only)
- Health Science Practicum\* (11th/12th grade, Pre-Medical Science Diploma Candidates only)
- Health Science Preceptorship\* (12th grade, Pre-Medical Science Diploma Candidates only)

*\* Credit for the Health Science Practicum or Health Science Preceptorship can be earned through approved internship/externship experiences in a laboratory or clinical setting. Please contact the director of the PMSD program for more information about internship expectations.*

### Pre-Medical Science Diploma Program Electives:

- Sports, Exercise and Health Science (prerequisite: Anatomy & Physiology)

For full course descriptions, please see the Science course section of the curriculum guide.

## PMSD COSTS

The fees and inclusions are as follows:

- Health Science - \$350: This includes OSHA 10, BLS, and Medical Scribe certification exams and materials, as well as administrative and lab fees.
- 11th Grade Health Science II/Health Science Practicum - \$700: This covers OSHA 10, Medical Scribe, and Patient Care Technician certification exams and materials, along with administrative and lab fees.
- Advanced Health Science Preceptorship and 12th Grade Health Science II/Health Science Practicum - \$500: This includes Patient Care Technician and Pharmacy Technician certification exams and materials, fingerprinting, pre-licensing registration for the Pharmacy Technician certification, and administrative and lab fees.

Prior to the 11th grade pre-medical rotations (both Spring Semester and Summer), students need to complete the following (~\$200): drug test, TB test, fingerprinting, and pre-licensing registration for the Pharmacy Technician certification.

## RECOMMENDED 4 YEAR PLAN:

Pre-Medical Science Diploma				
Grade 9	Grade 10	Grade 11		Grade 12
English I	English II	English*		English*
World Language	World Language	Elective*		Elective*
World History/Human Geography	US History	IB Chemistry		IB Chemistry
Biology	Physics	IB Biology		IB Biology
Math	Math	Math*		Math*
Chemistry	Anatomy & Physiology	Pathophysiology Honors		AP Psychology
World Health Research and Medical Terminology	Health Science	Research Methods in Medicine	Health Science Practicum	Advanced Health Science Preceptorships: Clinical or Laboratory
Elective (Fine Art, PE, etc.)	Elective (Fine Art, PE, etc.)	Health Science II		

*\*Can be taken at the IB or Village Track Level .*

IB and Pre-Medical Science Diploma					
Grade 9	Grade 10	Grade 11		Grade 12	
English I	English II	IB English		IB English	
World Language	World Language	IB Language		IB Language	
World History/Human Geography	US History	IB Chemistry		IB Chemistry	
Biology	Physics	IB Biology		IB Biology	
Math	Math	IB Math		IB Math	
Chemistry	Anatomy & Physiology	IB Psychology		IB Psychology	
World Health Research and Medical Terminology	Health Science	Pathophysiology Honors		Health Science II	Health Science Practicum
Elective (Fine Art, PE, etc.)	Elective (Fine Art, PE, etc.)	Research Methods	TOK	TOK	

*\*Advanced Health Science Preceptorships: Clinical or Laboratory completed through approved internship.*



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# THE ENTREPRENEURSHIP DIPLOMA

## THE ENTREPRENEURSHIP DIPLOMA

Recognizing the need for a program that prepares students to develop the skills for the jobs of tomorrow and navigate the business trends of an ever-changing, global economy, The Village School is proud to offer the Entrepreneurship Diploma. Created in collaboration with our business faculty members and industry partners, the Entrepreneurship Diploma is a career specific program where enrolled students will take a variety of courses directly related to Entrepreneurship and Business. In addition, students will gain practical experience in running a business, working with teachers and mentors who will take them through the process of launching their own business ideas. This includes Ideation & innovation, Researching and developing marketing strategies, creating their own business plans, and pitching the idea to potential investors. Upon completion of the Entrepreneurship Diploma, students will receive the Entrepreneurship Diploma, showing evidence of preparation for a future career in business.

## STUDENT EXPECTATIONS

The Village School students may enter the Entrepreneurship Diploma at the beginning of their 11th grade year having completed the necessary prerequisites. The Entrepreneurship Diploma is a two-year commitment during which students must participate in several “beyond-the-classroom” experiences, complete an internship, and write and pitch their Senior Capstone Project during their 12th grade year. Participating in a variety of business pitch competitions enables students to gain feedback on their business and sell their product(s) or service(s).

There are additional costs associated with enrollment in the Entrepreneurship Diploma Program courses. Families will be expected to pay the fees associated with the IB courses that they take in addition to administrative fees associated with the Entrepreneurship courses.

### **Goals:**

- To provide an experience-based program where students learn by going through the rigorous process of setting up and running their own businesses
- To develop students’ leadership, problem-solving, divergent thinking, communication skills which will make them adaptable and desirable to the 21st workplace
- To provide access to business professionals through mentorship

### **Advantages:**

- Innovative curriculum designed to give students the knowledge and experience they need to run a business
- Experiential learning infused into all program courses and co-curricular activities
- Demonstrates a strong interest in business which is desirable for college applications

### **Co-curricular Activities:**

- Internships with industry professionals
- Active participation in clubs including Business Brains and Distributive Education Clubs of America (DECA)
- Participate in pitch competitions which provide opportunities to network with other participants, connect with mentors and investors, and learn about new resources available for entrepreneurs.

Students interested in pursuing a career in business should strongly consider the Entrepreneurship Diploma and all it has to offer.



## Courses

During 9th or 10th grade, students who intend to pursue the Entrepreneurship Diploma must take the Entrepreneurship Core courses. In addition, they should pursue courses relevant to their area of interest if they want to specialize in marketing or web and app design. These courses prepare students to take the Entrepreneurship Diploma Courses during their 11th and 12th years.

During the 11th and 12th years, students must take three IB subjects including IB Business Management, related to their area of interest. These courses could include science-related courses, such as IB Physics or IB Computer Science; or Social Sciences related courses, such as IB Psychology or IB Economics.

### Entrepreneurship Diploma Program Core Courses:

- Introduction to Entrepreneurship (9th grade, no prerequisite)
- Entrepreneurship II (9th grade, prerequisite: Introduction to Entrepreneurship)
- Fundamentals of Finance, Accounting & Investment (10th grade, prerequisite: Introduction to Entrepreneurship)
- Marketing, Sales & Negotiations (10th grade, prerequisite: Introduction to Entrepreneurship)

Students who are not pursuing the full Entrepreneurship Diploma yet are interested in the content may be able to enroll in Introduction to Entrepreneurship, Business & Professional Skills, Fundamentals of Finance, Accounting & Investment, and Marketing, Sales & Negotiations. Due to high demand, the courses are assigned to Entrepreneurship Diploma cohort students first, then the general student population. For more information about enrolling in these courses, please contact Patricia Elliston: [patricia.elliston@thevillageschool.com](mailto:patricia.elliston@thevillageschool.com)

For full course descriptions, please see the Entrepreneurship course section of the curriculum guide.

## ENTREPRENEURSHIP DIPLOMA COSTS

For the 2024-2025 school year, the cost for participation in the Entrepreneurship Diploma is \$300 and \$250 per IB class.

## RECOMMENDED 4 YEAR PLAN:

Entrepreneurship and IB Diploma							
Grade 9		Grade 10		Grade 11		Grade 12	
English I		English II		IB English		IB English	
World Language		World Language		IB World Language		IB World Language	
World History		US History		IB Business Management		IB Business Management	
Biology		Physics		IB Science		IB Science	
Math		Math		IB Math		IB Math	
Chemistry		Recommended Electives (Introduction to Computer Science, Introduction to Graphic Design)		Recommended IB Choice: IB Economics/Computer Science/Film		Recommended IB Choice: IB Economics/Computer Science/Film	
Introduction to Entrepreneurship	Entrepreneurship II	Fundamentals of Finance, Accounting & Investment	Marketing, sales & negotiations	Design Thinking for Entrepreneurship	Business & Professional Skills	Software for Business	Small business operations
Recommended Electives (Introduction to Computer Science, Introduction to Graphic Design)		Recommended Electives (Introduction to Computer Science, Introduction to Graphic Design)		Research Methods	TOK	TOK	Recommended Elective (Digital Marketing) or Elective

Entrepreneurship Diploma							
Grade 9		Grade 10		Grade 11		Grade 12	
English I		English II		English*		English*	
World Language		World Language		Elective (Fine Art, PE, etc.)*		Elective (Fine Art, PE, etc.)*	
World History		US History		IB Business Management		IB Business Management	
Biology		Physics		Recommended IB Choice: IB Economics/Computer Science/Film		Recommended IB Choice: IB Economics/Computer Science/Film	
Math		Math		Math*		Math*	
Chemistry		Recommended Electives (Introduction to Computer Science, Introduction to Graphic Design)		Recommended IB Choice: IB Economics/Computer Science/Film		Recommended IB Choice: IB Economics/Computer Science/Film	
Introduction to Entrepreneurship	Entrepreneurship II	Fundamentals of Finance, Accounting & Investment	Marketing, sales & negotiations	Design Thinking for Entrepreneurship	Business & Professional Skills	Software for Business	Small business operations
Recommended Electives (Introduction to Computer Science, Introduction to Graphic Design)		Recommended Electives (Introduction to Computer Science, Introduction to Graphic Design)		Recommended Elective (Digital Marketing) or Elective		Elective (Fine Art, PE, etc.)*	

*\*Can be taken at the IB or Village Track Level, students must take at least 3 IB courses including IB Business Management and IB Economics, IB Computer Science, or IB Film*



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**IB CORE**

## IB CORE

**1130/31 – IB Theory of Knowledge** – 1 year, Spring semester grade 11, Fall semester grade 12

*Core Course: 1 Credit*

***Co-requisite: Research Methods***

Theory of knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason etc.) and different areas of knowledge (scientific, artistic, mathematical, historical etc.). It asks them to consider how their own personal knowledge intersects with or overlaps the shared knowledge of their community and world. As a course, TOK asks students to address a central question: "How do I know what I know?" Unlike a philosophy course, TOK places the knower at the center of this endeavor. In their study, students will investigate their assumptions and experiences of the structure of knowledge as it is used in their IB courses and in their daily lives. The course is required for students pursuing the IB Diploma and is designed around their specific needs. With permission, non-Diploma eleventh grade students may take TOK as an elective.

**1129 – Research Methods** – Fall semester grade 11

*Core Course: 0.5 Credit*

***Co-requisite: IB Theory of Knowledge***

Research Methods is a one-semester, pass/fail class that instructs students in the IB Core Curriculum, preparing them to complete the independent aspects of the Diploma Program. The IB Core consists of the following: Theory of Knowledge; Creativity, Activity, and Service; and the Extended Essay. In this class, students learn skills to perform the collegiate level research necessary for the completion of the Extended Essay. Students learn to navigate a major university library with a field trip to the University of Houston MD Anderson Library. They are also instructed in the way to complete the Creativity, Activity, and Service component by the CAS Coordinators. Upon completion of the course, students will transition into the Theory of Knowledge course.

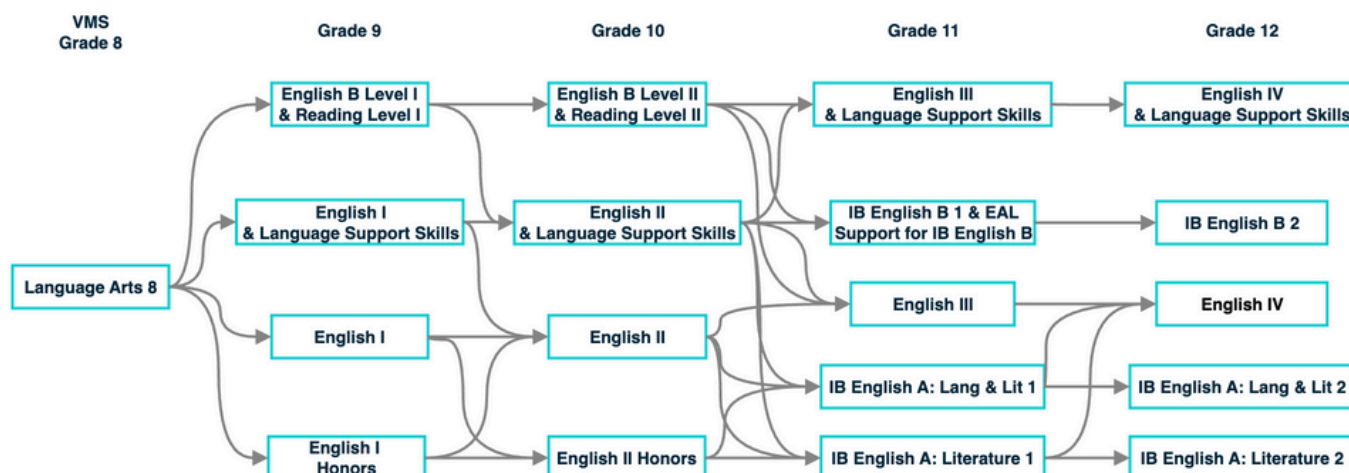




**THE VILLAGE SCHOOL**

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**ENGLISH**



## 1001 – English I

*Core Course: 1 Credit*

*Required grade 9 (#1001 or #1000) unless in EAL program*

English I is the first year of a two-year program that develops skills in both Literature and Language. Works studied will include selections of fiction and nonfiction prose, media, drama, poetry, and a Shakespeare module. The aims and objectives of this qualification are to enable students to read a wide range of texts fluently and with good understanding. Students are taught to write effectively and coherently using Standard English appropriately and how to use grammar correctly, punctuate and spell accurately.

Throughout the course, students acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. As it is so important in a 21st Century world to be able to communicate with ease there is also a focus on being able to listen to and understand spoken language, and use spoken Standard English effectively. Students are encouraged to develop an appreciation of the ways in which authors achieve their literary effects and to develop the skills needed for literary study.

## 1000 – English I Honors

*Core Course: 1 Credit*

*Required grade 9 (#1001 or #1000) unless in EAL program*

***Prerequisite: Average MAP Reading and Language Usage Score of 225 or higher***

English I Honors is the first year of a two-year honors program that is modeled on the IGCSE curriculum for both Literature and Language. Works studied will include selections of fiction and nonfiction prose, media, drama, poetry, and a Shakespeare module. There is a strong focus on the acquisition of necessary skills, both written and oral, when approaching a text. Students will learn strategies for analysis and close reading, the writing process and structure, practice with an oral presentation and interactive discussion, and timed writing strategies. As a supplement to texts studied in the core curriculum, students will complete independent reading selections each semester along with an accompanying activity. All students will partake in lessons introducing college preparatory skills in order to provide a solid foundation for the remainder of their high school English classes.

**1036 – English B Level I***Core Course: 1 Credit****Co-requisite: Reading Level I***

Students in this course will find differentiated instruction based upon the level at which they test prior to the beginning of the fall semester. The focus will be on reading, writing, speaking, and listening strategies, which will enable them to communicate more fluently in English in both oral and written formats. Grammar and vocabulary acquisition are also key components for this course. Students will be exposed to and interact with various types of written texts, visual and auditory media, as well as aspects of the target culture. Students at this level will also be enrolled in a Reading class for additional help and instruction. For these students, lessons will offer an introduction to the requirements of the skills necessary for the English B portion of the IB program should they test at the appropriate level of readiness.

**1004 – English II***Core Course: 1 Credit**Required grade 10 (#1004 or #1003) unless in EAL program*

English II is the second year of a two-year program that develops skills in both Literature and Language. Works studied will include selections of fiction and nonfiction prose, media, drama, poetry, and a Shakespeare module. The aims and objectives of this qualification are to enable students to read a wide range of texts fluently and with good understanding and also to read critically and use knowledge gained from wide reading to inform and improve their own writing. Students are taught to write effectively and coherently using Standard English appropriately and how to use grammar correctly, punctuate and spell accurately.

Throughout the course, students acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. As is so important in a 21st Century world to be able to communicate with ease there is also a focus on being able to listen to and understand spoken language, and use spoken Standard English effectively. Students are encouraged to develop an appreciation of the ways in which authors achieve their literary effects and to develop the skills needed for literary study. Students explore, through literature, the cultures of their own and other societies to ensure that they find enjoyment in reading literature and understand its influence on individuals and societies.

**1003 – English II Honors***Core Course: 1 Credit**Required grade 10 (#1004 or #1003) unless in EAL program****Prerequisite: Average MAP Reading and Language Usage Score of 230 or higher***

English II Honors is the second year of a two-year honors program that is modeled on the IGCSE curriculum for both Literature and Language. Works studied will include selections of fiction and nonfiction prose, media, drama, poetry, and a Shakespeare module. Students in this course will continue to build on the foundation of skills they developed in English I. There is a strong focus on the writing process, oral commentaries, and both individual and group presentations. Students produce a variety of written and oral responses based upon the literature studied. As a supplement to texts studied in the core curriculum, students will complete independent reading selections each semester along with an accompanying activity. Regardless of which academic track students follow their junior and senior year, this course provides the necessary tools to equip them in these college preparatory classes.

**1037 – English B Level II***Core Course: 1 Credit****Co-requisite: Reading Level II***

A continuation of the previous course, students in this course will find differentiated instruction based upon the level at which they test prior to the beginning of the fall semester. The focus will be on reading, writing, speaking, and listening strategies, which will enable them to communicate more fluently in English in both oral and written formats. Grammar and vocabulary acquisition are also key components for this course. Students will be exposed to and interact with various types of written texts, visual and auditory media, as well as aspects of the target culture. Students at this level will also be enrolled in a Reading class for additional help and instruction. For these students, lessons will offer an introduction to the requirements of the skills necessary for the English B portion of the IB program should they test at the appropriate level of readiness. Teacher approval will also factor into that decision.

**1039 – Reading Level I****1040 – Reading Level II***Elective Course: 1 Credit (per year)****Co-requisite: Associated English B Level course***

The EAL Support classes are designed to supplement learning. We will cover English grammar and essential vocabulary to support and strengthen the students in their other classes. The EAL Support class teacher will work closely with other grade level teachers, to make sure the students are acquiring the necessary skills to succeed. The pace of language acquisition varies amongst individuals therefore differentiated instruction is essential within each class. When students reach a satisfactory level of English ability, the Support class will no longer be a required part of their schedule.

**1005 – English III***Core Course: 1 Credit*

This course is designed to be the first of a two-year program that will prepare students for the rigor and intensity they can expect from college-level courses. Students will develop their abilities to link elements of form (historical background, themes, tone, character development, conflict, figurative language, etc.) to meaning. Students will be able to explain how words work together on the page to shape meaning and convey the author's purpose. Many of these skills were explored in 9th and 10th grade, and students will now hone them by examining more complex texts and tackling more intensive written and oral assignments. Students will perform close readings of texts and write rhetorically sound compositions in which their opinions and insights are supported with evidence from the text.

Students will read a variety of prose, drama, and poetry throughout the year, chosen from the American and European canon. This will include some works read in translation. Course objectives include: encouraging development of interest and enjoyment in literary studies through reading widely, independently and critically; introducing students to the traditions of English Literature; enabling students to use critical concepts and terminology; encouraging student reflection on their responses to texts and consideration of other readers' interpretations; acknowledgment of the contexts in which texts were written; exploring comparisons and connections between texts; appreciating the significance of cultural and historical influences on readers and writers.



**1006 – English IV***Core Course: 1 Credit*

This course is the second year of a two-year program of study, but it is not necessary to have studied English III to gain entry to this class. The curriculum is built on the premise that the study of English Literature provides numerous opportunities for encouraging independent, original, and critical thinking. It also promotes a healthy respect for the imagination and a perceptive approach to understanding and interpretation of literary works. It encourages the development of student interest and enjoyment of reading widely and learning to critically analyze as you read. As a student progresses through the course, they will become a confident reader of a range of texts and their skills of response and analysis will be improved.

Students will learn to use critical concepts and a wide range of new terminology, and they will also be encouraged to work independently and decide on their own interpretations of the texts that they read. The texts are chosen from global canon, including but not limited to Europe and America as well as literature from other languages and cultures read in translation. Course objectives include: encouraging the development of interest and enjoyment in literary studies through reading widely, independently, and critically; introducing students to the traditions of English Literature; enabling students to use critical concepts and terminology; encouraging student reflection on their responses to texts and consideration of other readers' interpretations; acknowledgment of the contexts in which texts were written; exploring comparisons and connections between texts; appreciating the significance of cultural and historical influences on readers and writers.

**1045 – Language Support Skills***Elective Course: 1 Credit (per year)****Co-requisite: English I, II, III, or IV***

This support class is specifically designed to supplement learning and focus on skill support for students in regular English I and II courses and English III and IV Village Track courses. The LSS class teacher will work closely with the corresponding grade level teachers to make sure students are acquiring the necessary tools and working on skills that need improvement or refining to succeed. This support class is designed for students of varied levels and classes, therefore differentiated instruction and support is essential within each class. Students may elect to take this class, or they may be placed in this course according to teacher recommendation.



**1023/21 – IB English A: Language & Literature, Standard Level – year 1 and 2***Core Course: 2 Credits****Prerequisite: English II Honors or instructor permission***

This is a two-year program which revolves around a challenging in-depth study of literature. This program provides opportunities for encouraging independent, original, and critical thinking. It also promotes a healthy respect for the imagination and a perceptive approach to understanding and interpretation of literary works. In this course, students will study four literary texts and a wide range of 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. As required by the IB, the texts are chosen from a broad list of prescribed authors and works representing different literary genres, styles, and time periods in the target language, as well as literature from other languages and cultures read in translation.

Students are required to demonstrate knowledge and understanding of one non-literary text and one work in their course of studies and interpret them in relation to a global issue for the Internal Assessment component of the course. Terminal examinations, Paper 1 and Paper 2, are prepared for during the two years of the course but they are taken at the end of the second year. In Paper 1, The response to a previously unseen non-literary passage requires students to show their knowledge and understanding of texts and text types and their ability to establish their own interpretation of the text and to come to conclusions about it.

SL students are required to write a guided analysis of one of these. Paper 2 focuses on two works and requires students to show their knowledge and understanding of the works and interpret their implications, and their similarities and differences, in connection with a given focus. In addition, the learner portfolio is a central element of the course and is mandatory for all students. It is an individual collection of student work done throughout the two years of the course.

**1018/24 – IB English A: Language & Literature, Higher Level – year 1 and 2***Core Course: 2 Credits****Prerequisite: English II Honors or instructor permission***

This is a two-year program which revolves around a challenging in-depth study of literature. This program provides opportunities for encouraging independent, original, and critical thinking. It also promotes a healthy respect for the imagination and a perceptive approach to understanding and interpretation of literary works. In this course, students will study six literary texts and a wide range of 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. As required by the IB, the texts are chosen from a broad list of prescribed authors and works representing different literary genres, styles, and time periods in the target language, as well as literature from other languages and cultures read in translation. Students are required to demonstrate knowledge and understanding of one non-literary text and one work in their course of studies and interpret them in relation to a global issue for the Internal Assessment component of the course.

Terminal examinations, Paper 1 and Paper 2, are prepared for during the two years of the course but they are taken at the end of the second year. In Paper 1, The response to a previously unseen non-literary passage requires students to show their knowledge and understanding of texts and text types and their ability to establish their own interpretation of the text and to come to conclusions about it. HL students are required to write a guided analysis on both of these. Paper 2 focuses on two works and requires students to show their knowledge and understanding of the works and interpret their implications, and their similarities and differences, in connection with a given focus. HL students have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied literary text or work.

The outcome is an essay of 1,200–1,500 words in which HL students are expected to demonstrate a deeper understanding of the nature of literary study. Throughout the program, additional oral and written activities and examinations are used to assess students' individual language skills, their ability to critically analyze and comment upon familiar and unfamiliar texts, and their ability to express personal and independent responses to literature. In addition, the learner portfolio is a central element of the course and is mandatory for all students. It is an individual collection of student work done throughout the two years of the course.

**1025/26 – IB English A: Literature, Standard Level – year 1 and 2***Core Course: 2 Credits****Prerequisite: English II Honors or instructor permission, MAP Reading Score of 240 or above, and MAP Language Usage score of 235 or above.***

This is a two-year program which revolves around a challenging in-depth study of literature. This program provides opportunities for encouraging independent, original, and critical thinking. It also promotes a healthy respect for the imagination and a perceptive approach to understanding and interpretation of literary works. Students will focus exclusively on nine literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. As required by the IB, the texts are chosen from a broad list of prescribed authors and works representing different literary genres, styles, and time periods in the target language, as well as literature from other languages and cultures read in translation.

Students are required to demonstrate knowledge and understanding of two of the works in their course of studies and interpret them in relation to a global issue for the Internal Assessment component of the course. Terminal examinations, Paper 1 and Paper 2, are prepared for during the two years of the course but they are taken at the end of the second year. In Paper 1, students are presented with two previously unseen literary extracts or texts from different literary forms, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these. Paper 2 focuses on two works and requires students to show their knowledge and understanding of the works and interpret their implications, and their similarities and differences, in connection with a given focus.

Throughout the program, additional oral and written activities and examinations are used to assess students' individual language skills, their ability to critically analyze and comment upon familiar and unfamiliar texts and their ability to express personal and independent responses to literature. In addition, the learner portfolio is a central element of the course and is mandatory for all students. It is an individual collection of student work done throughout the two years of the course.

In year 1 of this course, students will also cover the Advanced Placement (AP) English Literature and Composition curriculum. The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum. The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in 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, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

The AP® English Literature and Composition exam is a college-level exam administered every year in May upon the completion of an Advanced Placement English Literature and Composition course. If students score high enough, they can earn college credit.

**1027/28 – IB English A: Literature, Higher Level – year 1 and 2***Core Course: 2 Credits****Prerequisite: English II Honors or instructor permission, MAP Reading Score of 240 or above, and MAP Language Usage score of 235 or above.***

This is a two-year program which revolves around a challenging in-depth study of literature. This program provides opportunities for encouraging independent, original, and critical thinking. It also promotes a healthy respect for the imagination and a perceptive approach to understanding and interpretation of literary works. Students will focus exclusively on thirteen literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

As required by the IB, the texts are chosen from a broad list of prescribed authors and works representing different literary genres, styles, and time periods in the target language, as well as literature from other languages and cultures read in translation. Students are required to demonstrate knowledge and understanding of two of the works in their course of studies and interpret them in relation to a global issue for the Internal Assessment component of the course.

Terminal examinations, Paper 1 and Paper 2, are prepared for during the two years of the course but they are taken at the end of the second year. In Paper 1, students are presented with two previously unseen literary extracts or texts from different literary forms, each accompanied by a guiding question. HL students are required to write a guided analysis of both of these. Paper 2 focuses on two works and requires students to show their knowledge and understanding of the works and interpret their implications, and their similarities and differences, in connection with a given focus. HL students have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied literary text or work.

The outcome is an essay of 1,200–1,500 words in which HL students are expected to demonstrate a deeper understanding of the nature of literary study. Throughout the program, additional oral and written activities and examinations are used to assess students' individual language skills, their ability to critically analyze and comment upon familiar and unfamiliar texts and their ability to express personal and independent responses to literature. In addition, the learner portfolio is a central element of the course and is mandatory for all students. It is an individual collection of student work done throughout the two years of the course.

In year 1 of this course, students will also cover the Advanced Placement (AP) English Literature and Composition curriculum. The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum. The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in 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, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

The AP® English Literature and Composition exam is a college-level exam administered every year in May upon the completion of an Advanced Placement English Literature and Composition course. If students score high enough, they can earn college credit.

**1043/44 - IB English B, Standard Level - year 1 and 2***Core Course: 2 Credits*

English B is designed for students to understand the role of language through the study of texts and in social interactions. Over the course, students develop their awareness and appreciation of different perspectives and different cultures. Students will be assessed on their ability to communicate clearly and effectively in a range of situations, demonstrate linguistic competence and intercultural understanding, as well as respond to a range of visual stimuli based on the 5 IB Themes. Receptive, productive and interactive skills are the 3 key assessment components of the students' ability to understand and use the English language.

**1032/33 - IB English B, Higher Level - year 1 and 2***Core Course: 2 Credits*

English B is designed for students to understand the role of language through the study of texts and in social interactions. Those learning English B at the higher level should be able to follow university courses in other disciplines in English. Over the course, students develop their awareness and appreciation of the different perspectives of people from other cultures. Students' success in the language B higher level course is measured by their ability to communicate clearly and effectively in a range of situations, demonstrate linguistic competence and intercultural understanding, use language to express and respond to a range of ideas with accuracy and fluency, as well as analyze and respond to works of literature written in the English language.

**1019 - Creative Writing***Elective Course: 1 Credit*

This is an elective course that provides practical instruction in the principles and methods of clear, effective writing, including audience analysis, purpose, and the entire writing process. This is an intensive writing course, meant for students who are serious about the process of writing. We will examine various literary works in the hopes of discerning and emulating the qualities of good fiction and nonfiction. The workshop model will provide the opportunity to practice, imitate, and experiment primarily with fiction, although the course may include other genres such as nonfiction and memoir. While the focus will not center on having work published, there will be opportunities to do so. Publication possibilities include, but are not limited to, newspapers, student readings at school-related events, and submission to academic competitions. Students are also encouraged to seek out literary readings and talks in Houston throughout the year.



**1020 – Creative Writing II***Elective Course: 1 Credit****Prerequisite: Creative Writing I***

This elective is an advanced and intensive writing course, meant for students who are serious about the process of writing. An extension of Creative Writing I, this course provides practical instruction in the principles and methods of clear, effective writing, including audience analysis, purpose, and the entire writing/editing process. We will continue to examine literary works with the intent of discerning and emulating the qualities of good fiction and nonfiction.

Writing workshops will provide the opportunity to practice, imitate, and experiment primarily with fiction, although the course may include other genres such as nonfiction and memoir. While the focus will not center on having work published, students will be encouraged to do so. Publication possibilities include, but are not limited to, newspapers, student readings at school-related events, and submission to academic competitions. This course also provides instruction for basic literary journal production and editing. Class discussions will include journal preparation, production, organization, structure, and operation.

**1022 – Speech & Debate***Elective Course: 1 Credit*

Speech and Debate is a practical course in which students will learn to organize and prepare public speaking assignments and formal arguments. In the “laboratory setting” of the classroom, students will gain confidence in the techniques of effective public communication and argumentation. Students will learn about the role of communication in our lives, the communication model, spatial relationships, delivery styles, and the effectiveness of language, gestures, and organization techniques. Students will also investigate a social issue in-depth, and present their position, persuading their audience using appropriate modes of discourse and rhetoric. The text for the class will be supplemented with articles and class notes.

**1513 – Introduction to Journalism***Elective Course: 0.5 Credits*

Introduction to Journalism is an introductory class designed to teach students media literacy, media law, interviewing, writing, research, design, and photography. This course will build skills necessary for advanced journalism classes (Yearbook, Newspaper). Starting in the school year 2025-2026, students must successfully complete Introduction to Journalism to advance to Yearbook or Newspaper.

**1514 – Newspaper***Elective Course: 1 Credit (per year)****Prerequisite: Application and instructor permission***

This course introduces students to the entire field of journalism. Students will learn history, law, and ethics; journalistic writing, reporting, and interviewing; and layout and design. Copy reading, news style, and editing will be stressed. Students will create numerous original stories using varied structures and writing techniques. Students are expected to work individually and collaboratively. With this goal in mind, students will collaboratively create the student-run online newspaper, The Viking Press ([www.thevikingprestvs.com](http://www.thevikingprestvs.com)).



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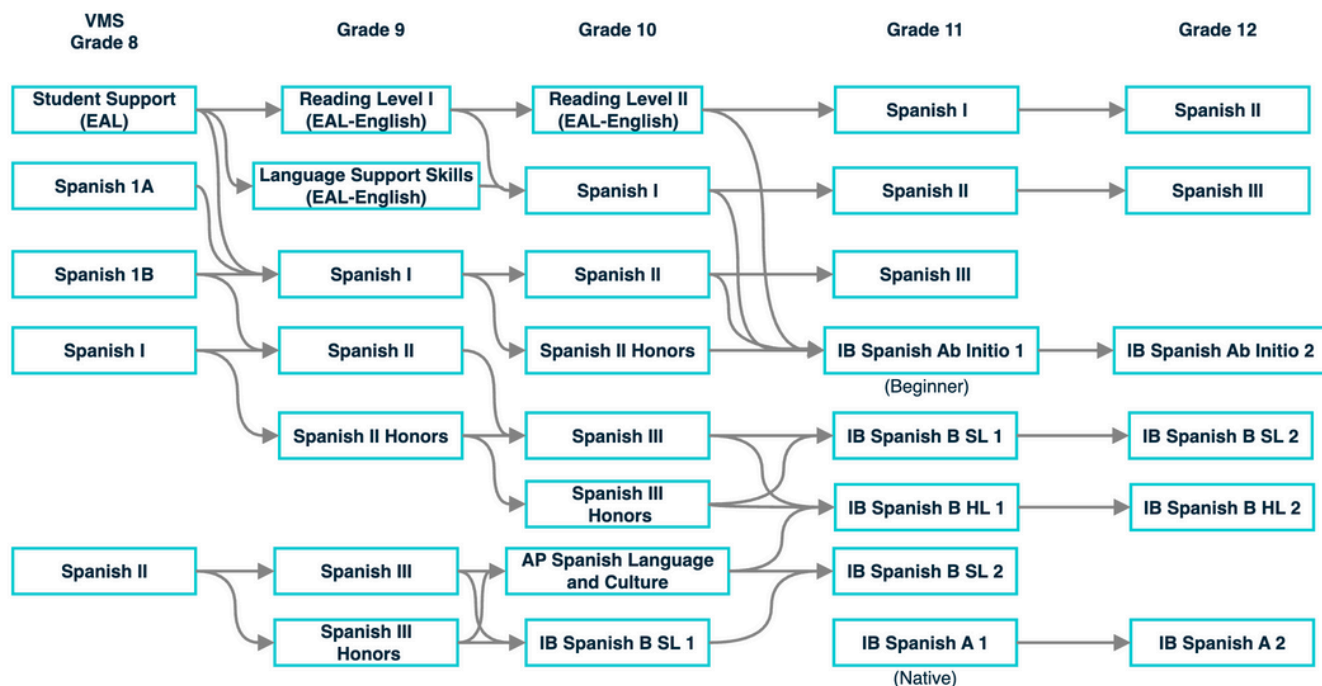
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EXIT

WORLD

LANGUAGES

## SPANISH



### 1400 – Spanish I

*Core Course: 1 Credit*

This course is an introduction to the Spanish language and culture. During the course, students learn basic listening, speaking, writing, reading, and conversation. Communication and writing skills are the primary focus of this course. At the end of level I, students are able to communicate with others in simple conversational Spanish.

### 1401 – Spanish II

*Core Course: 1 Credit*

***Prerequisite: Spanish I***

This course is designed for students who have successfully completed Spanish I or for new students who qualify through a placement exam. In this level II class, students continue to develop their existing knowledge of the Spanish language. They consolidate the topics from the previous year and learn in detail how to talk about themselves and their surroundings. There is an increased focus on communication skills, grammar, and sentence structure. Students further explore the culture of Spain and Latin America.

**1404 – Spanish II Honors***Core Course: 1 Credit****Prerequisite: Spanish I and teacher recommendation***

This course is designed for students who have successfully completed Spanish I or for new students who qualify through a placement exam. In this level II class, students continue to develop their existing knowledge of the Spanish language. They consolidate the topics from the previous year and learn in detail how to talk about themselves and their surroundings. There is an increased focus on communication skills, grammar, and sentence structure. Students further explore the culture of Spain and Latin America.

Compared to regular Spanish II, this honors course will move at a slightly faster pace, cover more extensive vocabulary material, and complex grammar structures. Honors students are required to generate additional complicated written compositions and speaking presentations.

**1402 – Spanish III***Core Course: 1 Credit****Prerequisite: Spanish II***

This course is designed for students who have successfully completed Spanish II or for new students who qualify through a placement exam. It expands the development of listening, speaking, reading, and writing skills through the study of cultural and literary selections from a variety of sources. The course continues the study of syntax with particular emphasis on the application of the sequence of tenses, vocabulary expansion, mastery of idiomatic expressions, and development of reading comprehension. Compositions, recitations, and classroom discussions are generated from the readings. Students continue to explore the diverse linguistic and cultural characteristics and qualities of the Hispanic world through the use of selected videos and the study of national and international current events.

**1405 – Spanish III Honors***Core Course: 1 Credit****Prerequisite: Spanish II Honors and teacher recommendation***

This course is designed for students who have successfully completed Spanish II or for new students who qualify through a placement exam. It expands the development of listening, speaking, reading, and writing skills through the study of cultural and literary selections from a variety of sources. The course continues the study of syntax with particular emphasis on the application of the sequence of tenses, vocabulary expansion, mastery of idiomatic expressions, and development of reading comprehension. Compositions, recitations, and classroom discussions are generated from the readings. Students continue to explore the diverse linguistic and cultural characteristics and qualities of the Hispanic world through the use of selected videos and the study of national and international current events.

Compared to regular Spanish III, this honors course will move at a slightly faster pace, cover more extensive vocabulary material, and complex grammar structures. Honors students are required to generate additional complicated written compositions and speaking presentations.



**1433 – AP Spanish Language and Culture***Core Course: 1 Credit****Prerequisite: Spanish III and teacher recommendation****\*This course is intended for Honors or Native/ Heritage Speakers*

The Advanced Placement (AP) Spanish Language and Culture course is approximately equivalent to an upper-intermediate college-level course in Spanish language and culture. The AP Spanish Language and Culture course 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 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).

The AP® Spanish Language and Culture exam is a college-level exam administered every year in May upon the completion of an Advanced Placement Spanish Language and Culture course. If students score high enough, they can earn college credit.

**1436/37 – IB Spanish Ab Initio - year 1 and 2***Core Course: 2 Credits*

The Spanish language ab initio course is intended for students with minimal or no prior studies in Spanish. This is a language course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The course uses a balanced approach to learning that is both teacher and learner-centered. The teacher is best placed to evaluate the needs of the students and is expected to encourage both independent and collaborative learning. This modern language course develops the student's linguistic abilities through the acquisition of receptive, productive and interactive skills.

**1429/30 – IB Spanish B, Standard Level – year 1 and 2***Core Course: 2 Credits****Prerequisite: Spanish III and teacher recommendation***

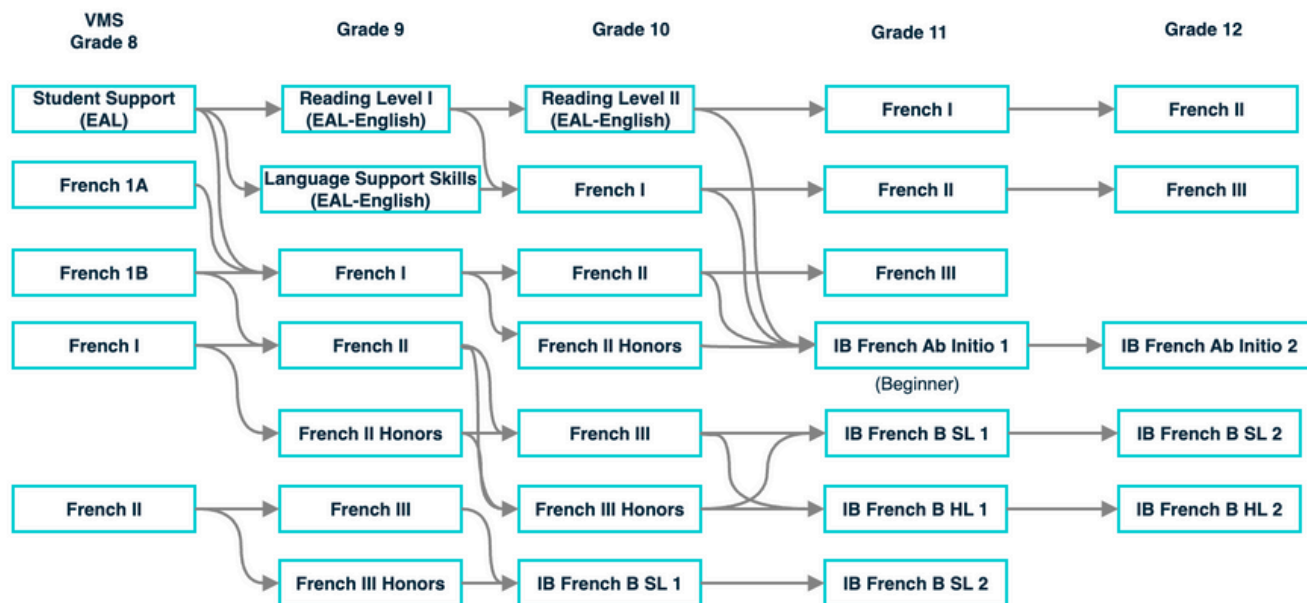
Language B – Spanish SL is a language-learning course designed for students who have taken at least three years of Spanish. The main focus of the course is on language acquisition and development of language skills: Reading, writing, Listening, and Speaking. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and will relate to the cultures of Spain and Latin America. All material is chosen to enable students to develop mastery of language skills and intercultural understanding. The ultimate goal of the course is to encourage, through the study of texts and through social interaction, an awareness, and appreciation of the different perspectives of people from Spanish speaking cultures. The ultimate aim of this course is to help students achieve proficiency across the three modes of communication: interpersonal, interpretive, and presentational.



**1431/32 – IB Spanish B, Higher Level – year 1 and 2***Core Course: 2 Credits****Prerequisite: Spanish III and teacher recommendation***

Language B – Spanish HL is a language-learning course designed for students who have taken at least three years of Spanish and have a solid understanding of Spanish vocabulary and grammar. The main focus of the course is on language acquisition and development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and will relate to the cultures of Spain and Latin America. All material is chosen to enable students to develop mastery of language skills and intercultural understanding. Students in the HL class will also read two full-length novels in Spanish. The ultimate goal of the course is to encourage, through the study of texts and through social interaction, an awareness, and appreciation of the different perspectives of people from Spanish speaking cultures. The ultimate aim of this course is to help students achieve proficiency across the three modes of communication: interpersonal, interpretive, and presentational.

## FRENCH

**1406 – French I***Core Course: 1 Credit*

In this beginner course, students are introduced to French as a second language. Students will first begin to develop oral and listening skills, then read and write what they can say – familiar words, commands, phrases, short sentences, and basic questions. They will learn basic introductions and greetings, and how to discuss a variety of topics in the target language such as school, friends, family, home, hobbies, daily routine and travel. They will start to develop cultural awareness and the ability to recognize the products, practices and perspectives of France and French-speaking countries.

**1407 – French II***Core Course: 1 Credit****Prerequisite: French I***

This course is designed for students who have successfully completed French I or for new students who qualify through a placement exam. In this course, students continue to develop their existing knowledge of the language. They consolidate the vocabulary and grammar concepts from the previous year and learn more in-depth on how to talk about themselves and their surroundings. The course covers a variety of topics including clothing, family, travel, food, restaurant and recipes, computer and technology, to express their pastime and free-time activities, health and accidents, life in the city and in the country, driving and directions, professions and applying for jobs. The verb tenses allow students to talk about present, past, and future projects, to give commands (imperative), to express an obligation, a possibility, a doubt, a hypothesis, and a probability (conditional & subjunctive). Students further explore the culture of France and Francophone countries.

**1410 – French II Honors***Core Course: 1 Credit****Prerequisite: French I and teacher recommendation***

This course is designed for students who have successfully completed French I or for new students who qualify through a placement exam. In this course, students continue to develop their existing knowledge of the language. They consolidate the vocabulary and grammar concepts from the previous year and learn more in-depth on how to talk about themselves and their surroundings. The course covers a variety of topics including clothing, family, travel, food, restaurant and recipes, computer and technology, to express their pastime and free-time activities, health and accidents, life in the city and in the country, driving and directions, professions and applying for jobs. The verb tenses allow students to talk about present, past, and future projects, to give commands (imperative), to express an obligation, a possibility, a doubt, a hypothesis, and a probability (conditional & subjunctive). Students further explore the culture of France and Francophone countries.

Compared to regular French II, this honors course will move at a slightly faster pace, cover more extensive vocabulary material, and complex grammar structures. Honors students are required to generate additional complicated written compositions and speaking presentations.

**1408 – French III***Core Course: 1 Credit****Prerequisite: French II***

This course is designed for students who have successfully completed French II or for new students who qualify through a placement exam. The course continues the development of listening, speaking, reading, and writing skills through the study of cultural and literary selections from a variety of sources. It also continues the study of syntax with particular emphasis on the application of the sequence of tenses, vocabulary expansion, mastery of idiomatic expressions, and development of reading comprehension. Compositions, recitations, and classroom discussions are generated from the readings. Students continue to explore the diverse linguistic and cultural characteristics and qualities of the Francophone world through the use of selected videos and the study of national and international current events.

**1411 – French III Honors***Core Course: 1 Credit****Prerequisite: French II Honors and teacher recommendation***

This course is designed for students who have successfully completed French II or for new students who qualify through a placement exam. The course continues the development of listening, speaking, reading, and writing skills through the study of cultural and literary selections from a variety of sources. It also continues the study of syntax with particular emphasis on the application of the sequence of tenses, vocabulary expansion, mastery of idiomatic expressions, and development of reading comprehension. Compositions, recitations, and classroom discussions are generated from the readings. Students continue to explore the diverse linguistic and cultural characteristics and qualities of the Francophone world through the use of selected videos and the study of national and international current events.

Compared to regular French III, this honors course will move at a slightly faster pace, cover more extensive vocabulary material, and complex grammar structures. Honors students are required to generate additional complicated written compositions and speaking presentations.

**1434/35 – IB French Ab Initio – year 1 and 2***Core Course: 2 Credits****Prerequisite: Teacher recommendation***

The French language ab initio course is intended for students with minimal or no prior studies in French. This is a language course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The course uses a balanced approach to learning that is both teacher and learner-centered. The teacher is best placed to evaluate the needs of the students and is expected to encourage both independent and collaborative learning. This modern language course develops the student's linguistic abilities through the acquisition of receptive, productive and interactive skills.

**1425/26 – IB French B, Standard Level – year 1 and 2***Core Course: 2 Credits****Prerequisite: French III and teacher recommendation***

Language B – French SL is a language-learning course designed for students who have taken at least three years of French. The main focus of the course is on language acquisition and development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and will relate to the French culture. All material is chosen to enable students to develop mastery of language skills and intercultural understanding. The ultimate goal of the course is to encourage, through the study of texts and through social interaction, an awareness, and appreciation of the different perspectives of people from French cultures. The ultimate aim of this course is to help students achieve proficiency across the three modes of communication: interpersonal, interpretive, and presentational.

**1427/28 – IB French B, Higher Level – year 1 and 2***Core Course: 2 Credits****Prerequisite: French III and teacher recommendation***

Language B – French HL is a language-learning course designed for students who have taken at least three years of French and have a solid understanding of French vocabulary and grammar. The main focus of the course is on language acquisition and development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and will relate to the French culture. All material is chosen to enable students to develop mastery of language skills and intercultural understanding. Students in the HL class will also read two full-length novels in French. The ultimate goal of the course is to encourage, through the study of texts and through social interaction, an awareness, and appreciation of the different perspectives of people from French cultures. The ultimate aim of this course is to help students achieve proficiency across the three modes of communication: interpersonal, interpretive, and presentational.

## CHINESE

### **1423/24/22 – IB Chinese A: Language and Literature, Standard/Higher Level – year 1 and 2**

*Core Course: 2 Credits*

*\*Must be a native Chinese speaker, with a high level in writing and reading; teacher permission required*

Chinese A: Language and Literature is comprised of four parts—two relate to the study of language and two to the study of literature. The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of this course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course. Students will develop skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices.

### **1417/18 – IB Chinese B, Standard Level – year 1 and 2**

*Core Course: 2 Credits*

***Prerequisite: teacher recommendation***

Language B – Chinese SL is a language-learning course designed for students who have taken at least three years of Chinese. The main focus of the course is on language acquisition and development of language skills: Reading, writing, Listening, and Speaking. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and will relate to the cultures of China. All material is chosen to enable students to develop mastery of language skills and intercultural understanding. The ultimate goal of the course is to encourage, through the study of texts and through social interaction, an awareness, and appreciation of the different perspectives of people from Mandarin speaking cultures. The ultimate aim of this course is to help students achieve proficiency across the three modes of communication: interpersonal, interpretive, and presentational.

### **1419/20 – IB Chinese B, Higher Level – year 1 and 2**

*Core Course: 2 Credits*

***Prerequisite: teacher recommendation***

Language B – Chinese HL is a language-learning course designed for students who have taken at least three years of Chinese and have a solid understanding of Chinese vocabulary and grammar. The main focus of the course is on language acquisition and development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and will relate to the cultures of China. All material is chosen to enable students to develop mastery of language skills and intercultural understanding. Students in the HL class will also read two full-length novels in Chinese. The ultimate goal of the course is to encourage, through the study of texts and through social interaction, an awareness, and appreciation of the different perspectives of people from Mandarin speaking cultures. The ultimate aim of this course is to help students achieve proficiency across the three modes of communication: interpersonal, interpretive, and presentational.

### **1470/71 – IB Mandarin Ab Initio, Standard Level – year 1 and 2**

*Core Course: 2 Credits (online)*

Mandarin ab initio is a two-year language acquisition course for students having little or no experience with Chinese languages. The Mandarin ab initio course aims to develop receptive, productive and interactive skills to a high level of communicative competence. While providing a solid framework in terms of grammar and vocabulary, the Mandarin ab initio course is organized into several cultural and thematic topics related to three themes: individual and society, leisure and work, urban and rural environment in which grammatical structures and vocabulary can be practiced. The topics provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students are enabled to communicate and interact appropriately in a defined range of everyday situations.

*Course descriptions taken from: [www.pamojaeducation.com/IB-online-courses](http://www.pamojaeducation.com/IB-online-courses) "Our Courses." Our Courses. N.p., n.d. Web. 20 Jan. 2015*



## ARABIC

### **1439 – Arabic I**

*Core Course: 1 Credit*

This course introduces students to the basic structure of the Arabic language within cultural context. It is geared at students who have never studied Arabic before and begins with an introduction to Arabic sounds and letters. Students start to understand, speak, read and write Arabic while exploring cultural and social practices. Learners acquire enough familiarity with Arabic language and culture to engage with Arabic-speakers at a basic level.

### **1440 – Arabic II**

*Core Course: 1 Credit*

***Prerequisite: Arabic I***

This course builds on the linguistic and cultural knowledge previously gained in Arabic I, allowing students to broaden their foundation of the Arabic language within cultural contexts. They will continue improving their reading, listening, speaking, and writing Arabic by expanding their vocabulary and learning more complex structures. Students acquire a deeper familiarity with Arabic language and culture to engage with Arabic-speakers at an intermediate level

### **1442/43 – IB Arabic Ab Initio – year 1 and 2**

*Core Course: 2 Credits*

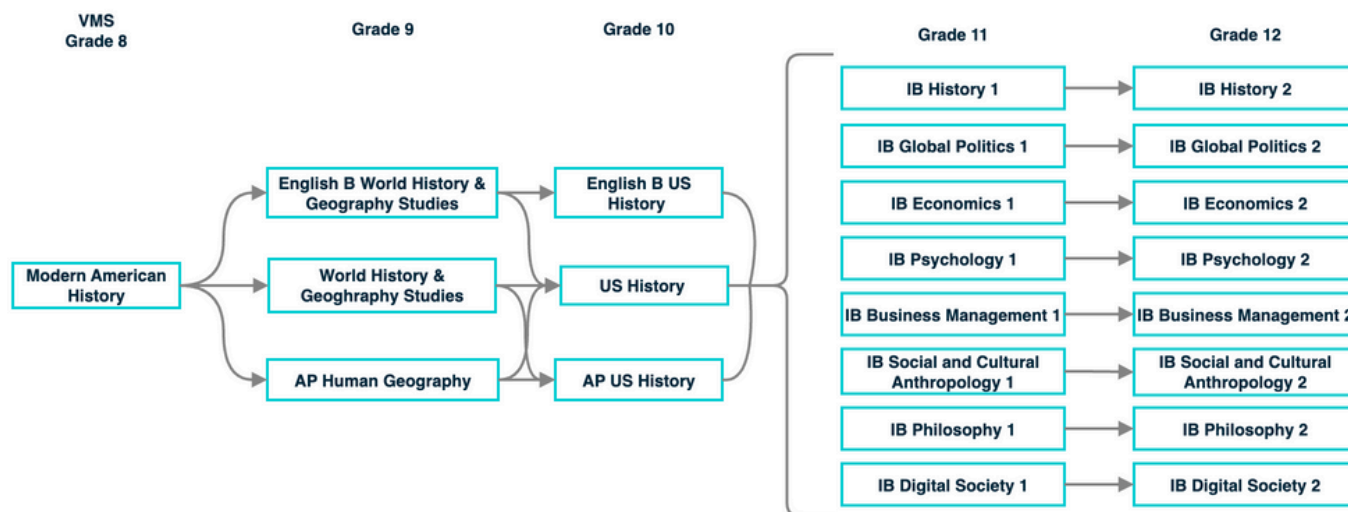
The Arabic language ab initio course is intended for students with minimal or no prior studies in Arabic. This is a language course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The course uses a balanced approach to learning that is both teacher and learner-centered. The teacher is best placed to evaluate the needs of the students and is expected to encourage both independent and collaborative learning. This modern language course aims to develop the students' linguistic abilities through the acquisition of receptive, productive, and interactive skills.



THE VILLAGE SCHOOL

A NORD ANGLIA EDUCATION SCHOOL

# SOCIAL SCIENCES



## 1106 – World History & Geography Studies

*Core Course: 1 Credit*

*Required grade 9 (#1106 or #1107) unless in EAL program*

This course explores the structures and forces that reflect and shape the regions, communities, governments, economies, and cultures of humanity—helping students develop an organized, meaningful understanding of time and space. As historians and geographers uncover new evidence, current assumptions are challenged, and previous arguments gain nuance and context. This course teaches students how to examine sources and data, establish inferences, and ultimately build and critique arguments. Students will read actively, write, work cooperatively, discuss, and use computers for research and investigation. This course will focus on world history content from the years 1450-present.

This course can be writing-intensive at times and is designed to develop students as critical thinkers and analytical writers. Success in World History & Geography Studies will require a dedication to reading and writing regularly. Students will be prepared to meet the challenges of an increasingly globalized world, including the need for informed local and global civic participation.

## 1107 – AP Human Geography

*Core Course: 1 Credit*

*Required grade 9 (#1106 or #1107) unless in EAL program*

**Prerequisite: Teacher recommendation, MAP Reading Score of 240 or above, and MAP Language Usage score of 235 or above.**

Advanced Placement (AP) Human Geography is equivalent to an introductory college-level course in human geography. This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

The AP® Human Geography exam is a college-level exam administered every year in May upon the completion of an Advanced Placement Human Geography course. If students score high enough, they can earn college credit.

**1160 – English B: World History & Geography Studies***Core Course: 1 Credit*

This course explores the structures and forces that reflect and shape the regions, communities, governments, economies, and cultures of humanity—helping students develop an organized, meaningful understanding of time and space. As historians and geographers uncover new evidence, current assumptions are challenged, and previous arguments gain nuance and context. This course teaches students how to examine sources and data, establish inferences, and ultimately build and critique arguments. Students will read actively, write, work cooperatively, discuss, and use computers for research and investigation. This course will focus on world history content from the years 1450-present.

Coursework for the English B class focus will be on reading, writing, speaking, research, and listening strategies, which will enable them to communicate more fluently in English in both oral and written formats. Vocabulary acquisition is also a key component for this course.

**1120 – US History***Core Course: 1 Credit**Required grade 10 (#1120 or #1118) unless in EAL program*

In this course students study the modernization of America and its emergence as a world power. Classes will begin the year with a foundational government unit as a review but focus on the years 1865 to present throughout most of the school year. This course will provide students with knowledge of U.S. history and the ability to express informed opinions on major historical issues. To develop an historian's skill set students will read actively, write, work cooperatively, discuss, use computers for research and investigation, and interpret historical documents and perspectives. Coursework for this class will rely on the analysis of primary source materials and the study of historiography as prescribed by the IB History program.

This course can be writing-intensive at times course and is designed to develop our students as critical thinkers and analytical writers. Success in US History will require a dedication to reading and writing regularly. Students will be prepared to meet the challenges of an increasingly globalized world, including the need for informed local and global civic participation.

**1118 – AP US History***Core Course: 1 Credit**Required grade 10 (#1120 or #1118) unless in EAL program*

**Prerequisite: A 90 or above in equivalent/preceding class in 9th grade, MAP Reading Score of 240 or above, and MAP Language Usage score of 235 or above.**

Advanced Placement (AP) U.S. History is an introductory two semester college-level U.S. history course. In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

The AP® U.S. History exam, also known as APUSH, is a college-level exam administered every year in May upon the completion of an Advanced Placement U.S. History course. If a student scores high enough, they can earn college credit.

**1161 – English B: US History***Core Course: 1 Credit*

In this course students study the modernization of America and its emergence as a world power. Classes will begin with the year with a foundational government unit as a review but focus on the years 1865 to present throughout most of the school year. This course will provide students with knowledge of U.S. history and the ability to express informed opinions on major historical issues.

To develop a historian's skill set students will read actively, write, work cooperatively, discuss, use computers for research and investigation, and interpret historical documents and perspectives. Coursework for the English B class focus will be on reading, writing, speaking, research, and listening strategies, which will enable them to communicate more fluently in English in both oral and written formats. Background knowledge on US History and vocabulary acquisition are also key components for this course.

**1134/33 – IB History, Standard Level – year 1 and year 2***Core Course: 2 Credits**Year 1 of this course does not differentiate SL and HL; this choice is made at the end of 11th grade*

This two-year program is a world history course based on a comparative and multi perspective approach to history of the 20th Century. 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.

IB History 1 begins with European diplomacy and imperialism at the close of the 19th century, leading to the calamity of WWI, the political and economic crises of the interwar years, right and left-wing authoritarian movements in Europe, the Move to Global War and the Spanish Civil War. This course also completes the Internal Assessment during year 1. The assessment criteria align with the IB's Paper One (source-based assessment), Paper Two (written response). This course is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused on key historical concepts such as change, causation and significance.

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.



**1134/35 – IB History, Higher Level – year 1 and year 2***Core Course: 2 Credits**Year 1 of this course does not differentiate SL and HL; this choice is made at the end of 11th grade*

This two-year program 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.

Students study the outbreak of World War Two in Europe and the Pacific, and the practices and effects of World War Two. The outbreak and early Cold War, the Korean War and Cuban Revolution and Fidel Castro as an authoritarian leader and Cuba's role in the Cold War. Additional time is focused on the impact of the Cold War on the Soviet Union and Eastern Europe. Students will also submit their Internal Assessment during year 2. The assessment criteria aligns with the IB's Paper One (source based assessment), Paper Two (written response) and Paper Three (Written Response) to the chosen topics. IB History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

**1136 – IB Global Politics, Standard Level – year 1***Core Course: 1 Credit**Year 1 of this course does not differentiate SL and HL; this choice is made at the end of 11th grade*

This two-year program explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives.

Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective.

Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

All standard level and higher-level students complete a common core under the central unifying theme of "people, power and politics". This consists of four core units:

- Power, sovereignty and international relations
- Human rights
- Development
- Peace and conflict.

**1113 – Psychology***Core Course: 1 Credit*

In Psychology, students explore the human psyche. In a sense, they are delving into themselves. Finding out why people think, act and dream the way they do. Students will study the founders and innovators of psychological science as well as case studies in different fields. In the second half of the course, students will look at psychological disorders and take a more personal look at psychology. This study will better help the students understand the world around them and their own psychological development. Students have the opportunity to take part in a psychological experiment as investigators, gathering data and reaching conclusions. Dream logs will be recorded by each student, and interpretations rendered. The culminating experience students will have is interpreting a movie or literary story through the lens of psychology learned throughout the year.

**1114 – AP Psychology***Core Course: 1 Credit*

**Prerequisite: Teacher recommendation, MAP Reading Score of 240 or above, and MAP Language Usage score of 235 or above**

Advanced Placement (AP) Psychology course is equivalent to an introductory college-level psychology course. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

The AP® Psychology exam is a college-level exam administered every year in May upon the completion of an Advanced Placement Psychology course. If students score high enough, they can earn college credit.

**1151/50 – IB Psychology, Standard Level – year 1 and 2***Core Course: 2 Credits**Year 1 of this course does not differentiate SL and HL; this choice is made at the end of 11th grade*

This is a two-year course which aims to examine how biological, cognitive and sociocultural concepts interact to affect human behavior. In the junior year, students begin by studying how psychologists conduct research. Both methods and ethical considerations are taken into account. Next, students study the interactions of the brain and behavior by delving into localization of function, neuroplasticity, neurotransmitters, hormones, pheromones, genetics, and evolutionary psychology. The second approach to behavior covered is the cognitive approach which consists of models of memory, schema theory, thinking and decision making, reliability of cognitive processes, and emotion. Students begin the year by conducting an internal assessment, a simple experiment conducted on their peers followed by analysis and evaluation of the results. Following the completion of the Internal Assessment, students learn one of two options, either Abnormal Psychology or The Psychology of Human Relationships. Abnormal Psychology introduces students to the diagnosis, etiology and treatment of one disorder group (major depressive disorder or anxiety disorders), while the Psychology of Human Relationships covers attraction, group dynamics, and prosocial behavior. Both years of IB Psychology focus on current research about the various topics presented. Finally, students study the sociocultural approach to behavior consisting of cultural origins and influences on behavior, cultural dimensions, social cognitive theory, and social identity theory. Both years of IB Psychology focus on current research about the various topics presented. Terminal examinations, Paper 1 and Paper 2, are prepared for during the two years of the course but they are taken at the end of the second year. Paper 1 has two components. Section A has three compulsory questions. However, section B has three questions, students choose one question to answer in essay format. Paper 2 has 15 questions, students choose one question to answer in essay format.

**1151/52 – IB Psychology, Higher Level – year 1 and 2***Core Course: 2 Credits**Year 1 of this course does not differentiate SL and HL; this choice is made at the end of 11th grade*

This is a two-year course which aims to examine how biological, cognitive and sociocultural concepts interact to affect human behavior. In the junior year, students begin by studying how psychologists conduct research. Both methods and ethical considerations are taken into account. Next, students study the interactions of the brain and behavior by delving into localization of function, neuroplasticity, neurotransmitters, hormones, pheromones, genetics, and evolutionary psychology. The second approach to behavior covered is the cognitive approach which consists of models of memory, schema theory, thinking and decision making, reliability of cognitive processes, and emotion. Students begin the year by conducting an internal assessment, a simple experiment conducted on their peers followed by analysis and evaluation of the results.

Students begin the year by conducting an internal assessment, a simple experiment conducted on their peers followed by analysis and evaluation of the results. Following the completion of the Internal Assessment, students learn the first of two options, either Abnormal Psychology or The Psychology of Human Relationships. Abnormal Psychology introduces students to the diagnosis, etiology and treatment of one disorder group (major depressive disorder or anxiety disorders), while the Psychology of Human Relationships covers attraction, group dynamics, and prosocial behavior.

Furthermore, HL students cover three extension topics for each of the three approaches to behavior: The use of animal models for the biological approach, cognition in the digital age for the cognitive approach, and the effects of globalization for the sociocultural approach. HL students are also required to complete a paper three which consists of an unseen description of a study followed by three static questions about research design, sampling methods, and ethical considerations. Both years of IB Psychology focus on current research about the various topics presented. Terminal examinations, Paper 1, Paper 2, and Paper 3 are prepared for during the two years of the course, but they are taken at the end of the second year. Paper 1 has two components. Section A has three compulsory questions. However, section B has three questions, students choose two questions to answer in essay format. Paper 2 has 15 questions; students choose one question to answer in essay format. Paper 3 has three compulsory questions based on an unseen text.

**1110 – Anthropology***Core Course: 1 Credit*

Anthropology is the comparative study of human societies and cultures and their development. This class will delve into complex issues such as identity, race, ethnicity, and gender in order to better understand the world around us. Additionally, the class will explore the ethics and tools of anthropology and study underlying themes of society: social interactions, economy, power, symbolism, and globalization. Students will learn how anthropologist works and conduct observations of their own.

**1141/40 – IB Social and Cultural Anthropology, Standard Level – year 1 and 2***Core Course: 2 Credits**Year 1 of this course does not differentiate SL and HL; this choice is made at the end of 11th grade*

This is a two-year program and is a comparative study of culture and human societies. Anthropologists seek an understanding of humankind in all its diversity. This understanding is reached through the study of societies and cultures and the exploration of the general principles of social and cultural life. Social and cultural anthropology places special emphasis on comparative perspectives that challenge cultural assumptions. Many anthropologists explore problems and issues associated with the complexity of modern societies in local, regional and global contexts. The IB social and cultural anthropology course offers an opportunity for students to become acquainted with anthropological perspectives and ways of thinking, and to develop critical, reflexive knowledge. Social and cultural anthropology contributes a distinctive approach to intercultural awareness and understanding, which embodies the essence of an IB education. Anthropology fosters the development of citizens who are globally aware and ethically sensitive. The social and cultural anthropology course is designed to introduce the principles, practices and materials of the discipline.

Students are required to demonstrate knowledge and understanding of anthropological concepts and methodology for the Internal Assessment component of the course. The internal assessment consists of an observation and critique exercise. Students observe, for one hour, an activity in a context or setting without being given assessment criteria; students should be given criterion A before writing the written report. The written report is not more than 700 words of the one-hour observation. The second component of this internal assessment is a written critique, of no more than 800 words. This includes an analysis and evaluation of the initial written report on the observation, produced approximately six months after writing the report. Terminal examinations, Paper 1 and Paper 2, are prepared for during the two years of the course but they are taken at the end of the second year.

Paper 1 is based on an unseen text (500–700 words). Three compulsory questions, which may be different for each level, are set on the text. Paper 2 is based on the eight themes in social and cultural organization. There are ten essay questions. Students are required to answer two questions. The external assessment consists of two written examination papers, which are externally set and externally marked and are designed to allow students to demonstrate what they know and can do. The external components contribute 80% of the marks.

**1141/42 – IB Social and Cultural Anthropology, Higher Level – year 1 and 2***Core Course: 2 Credits**Year 1 of this course does not differentiate SL and HL; this choice is made at the end of 11th grade*

This is a two-year program and is the comparative study of culture and human societies. Anthropologists seek an understanding of humankind in all its diversity. This understanding is reached through the study of societies and cultures and the exploration of the general principles of social and cultural life. Social and cultural anthropology places special emphasis on comparative perspectives that challenge cultural assumptions. Many anthropologists explore problems and issues associated with the complexity of modern societies in local, regional and global contexts.

The IB social and cultural anthropology course offers an opportunity for students to become acquainted with anthropological perspectives and ways of thinking, and to develop critical, reflexive knowledge. Social and cultural anthropology contributes a distinctive approach to intercultural awareness and understanding, which embodies the essence of an IB education. Anthropology fosters the development of citizens who are globally aware and ethically sensitive. The social and cultural anthropology course is designed to introduce the principles, practices and materials of the discipline. Students are required to demonstrate knowledge and understanding of anthropological concepts and methodology for the Internal Assessment component of the course.

Students are required to demonstrate knowledge and understanding of anthropological concepts and methodology for the Internal Assessment component of the course. Students are required to undertake limited fieldwork, employing one or more data collection techniques. Students must produce a written report, maximum 2,000 words. Paper 2 is based on the eight themes in social and cultural organization. There are ten essay questions. Students are required to answer two questions. Paper 3 is five questions based on theoretical perspectives in anthropology. Students choose one question to be answered in essay form. The assessment criteria are related to the assessment objectives established for the social and cultural anthropology course and the group 3 grade descriptors. The markschemes are specific to each examination.



**1178/79 – IB Philosophy, Standard Level – year 1 and 2***Core Course: 2 Credits (online)*

IB Philosophy deals with issues that are profound, usually difficult, and important for humanity. The two-year long course is a systematic critical enquiry into profound, fascinating and challenging questions that people have asked since the beginning of time and confronts new problems arising within contemporary society. The emphasis of the IB philosophy course is very much on doing philosophy.

Students develop their skills through the study of philosophical themes and the close reading of philosophical texts. Students learn through tools, such as critical and systematic thinking, careful analysis and evaluation, and construction of arguments. Students are challenged to develop their own philosophical voice and independence of thought. IB Philosophy aims to bring the subject of philosophy alive, gaining a sense of its richness and practical value in daily life and expanding our appreciation of ourselves and the world around us. It teaches us not what to think, but how to think. By participating in the great philosophical debates, students will develop their skills of rigorous reasoning; by study, analysis and criticism of the great works of philosophy, ancient and modern, students will develop their capacity to make reasoned judgments for themselves.

Course descriptions taken from: [www.pamojaeducation.com/IB-online-courses](http://www.pamojaeducation.com/IB-online-courses) "Our Courses." Our Courses. N.p., n.d. Web. 20 Jan. 2015

**1174/76/75/77 – IB Digital Society, Standard/Higher Level – year 1 and 2***Core Course: 2 Credits (online)*

This 2-year long course involves the study and evaluation of the impact of information technology (IT) on individuals and society. The course explores the advantages and disadvantages of “digital culture”, and provides a framework for the student to make informed judgments and decisions about the use of IT within contemporary social contexts. The course develops students’ understanding of the capabilities of current and emerging IT systems and the impact of these systems on a range of stakeholders. Students are encouraged to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects of IT developments on these scenarios. Furthermore, students are required to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end-user.

Course descriptions taken from: [www.pamojaeducation.com/IB-online-courses](http://www.pamojaeducation.com/IB-online-courses) "Our Courses." Our Courses. N.p., n.d. Web. 20 Jan. 2015

**1109 – Current Events***Core Course: 1 Credit*

This course will help students become aware of the major issues of the day and to have an in-depth understanding and appreciation of current events. The focus of the class will be issues that affect the student as a resident of the World, the U.S., Texas, and Houston. The class will follow daily news events as students expand their understanding of social, political and economic issues. Students will read actively, write, work cooperatively, discuss, use computers for research and investigation, and analyze the value and limitations of media sources.

**1103 – Economics***Core Course: 1 Credit*

This course primarily focuses on economic concepts such as scarcity and how it affects society. Though the course also provides foundational understanding of Business Management and explores financial literacy. Students will research various economic indicators and learn about the role of government in our society. The students in this course will also make a business plan as their final project at the end of the course where they have to synthesize their knowledge from business, economics, and financial literacy. This course is highly suggested for those students planning on to take IB Economics or IB Business Management in their junior and senior years.

**1104 – AP Macroeconomics & Microeconomics***Core Course: 1 Credit*

**Prerequisite: Economics or instructor permission, MAP Reading Score of 240 or above, MAP Language Usage score of 235 or above, and MAP Math score of 250 or above.**

Advanced Placement (AP) Macroeconomics and Microeconomics are both equivalent to one semester introductory college-level in economics. At Village, students will take both semesters as a combined one-year course. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Macroeconomics is a college-level course that introduces students to 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.

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. 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.

The AP® Macroeconomics & Microeconomics exam is a college-level exam administered every year in May upon the completion of an Advanced Placement Macroeconomics & Microeconomics course. If students score high enough, they can earn college credit.

**1125/26 – IB Economics, Standard Level – year 1 and 2***Core Course: 2 Credits*

This is a two-year program 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. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories 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 through international trade and the movement of labour and capital (the global economy). The choices made by economic agents (consumers, producers and governments) generate positive and negative outcomes and these outcomes affect the relative well-being of individuals and societies. As a social science, economics examines these choices through the use of models and theories. This course allows students to explore these models and theories, and apply them, using empirical data, through the examination of real-world issues.

The internal assessment consists of applying economic theories and concepts to analyze and solve a real-world situation. Students must select a reputable article and produce a commentary. This commentary is based on the student's ability to explain and draw relevant diagrams, use proper economic terminology, apply and analyze economic theory, and evaluate the issue in a well-balanced context. The written commentary is not more than 800 words and each one must cover a different section of the syllabus. The first one is produced approximately four months after beginning the course, the second after 12 months into the course, and the last one is produced approximately 18 months into the course. Terminal examinations, Paper 1 and Paper 2, are prepared for during the first and second years respectively but they are taken at the end of the second year. Paper 1 is an essay style examination. Paper 2 is based on reading comprehension and brings together all sections of the syllabus.

### **1127/28 – IB Economics, Higher Level – year 1 and 2**

*Core Course: 2 Credits*

**Prerequisite: Fundamentals of Economics for Business or instructor permission, MAP Reading Score of 240 or above, MAP Language Usage score of 235 or above, and MAP Math score of 250 or above.**

This is a two-year program 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. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made.

The economics course, at both SL and HL, uses economic theories 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 through international trade and the movement of labour and capital (the global economy).

The choices made by economic agents (consumers, producers and governments) generate positive and negative outcomes and these outcomes affect the relative well-being of individuals and societies. As a social science, economics examines these choices through the use of models and theories. The Diploma Programme (DP) economics course allows students to explore these models and theories, and apply them, using empirical data, through the examination of real-world issues.

The HL course is more rigorous and still contains the same requirements in terms of the internal assessments described in the first year of the course. In addition to this, students explore topics in extra depth and breadth required and the nature of the examination questions varies. Students will further develop quantitative skills in analyzing and evaluating economic relationships in order to provide informed policy advice. These skills are specifically assessed in Paper 3 through calculations, graphing and/or plotting of diagrams, short answer questions and essays.

**1170/71 – IB Business Management, Standard Level – year 1 and 2***Core Course: 2 Credits**Year 1 of this course does not differentiate SL and HL; this choice is made at the end of 11th grade*

The Business Management 2-year course is designed to develop students' understanding of business theory, as well as their ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity. The course encourages the appreciation of ethical concerns and issues of social responsibility in the global business environment. The Business Management course will contribute to students' development as critical and effective participants in local and world affairs.

The internal assessment consists of a compulsory written commentary, which is based on secondary research with a maximum of 1500 words. This written commentary is usually based on a real business issue or problem and must be referred directly to a single business organization. Terminal examinations, Paper 1 and Paper 2, are prepared for during the two years of the course but they are taken at the end of the second year. Paper 1 is based on a case study given to students to analyze before the IB examination date. There are two sections on Paper 1. The first section has three structured questions. Students are required to answer two. The second section has a compulsory question with multiple parts for students to answer. Paper 2 consists of three sections which are structured similarly to Paper 1. Paper 2 has a third section which is focused on the six concepts underpinning the subject - CUEGIS.

**1170/73 – IB Business Management, Higher Level – year 1 and 2***Core Course: 2 Credits**Year 1 of this course does not differentiate SL and HL; this choice is made at the end of 11th grade*

The Business Management 2-year course is designed to develop students' understanding of business theory, as well as their ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity. The course encourages the appreciation of ethical concerns and issues of social responsibility in the global business environment. The Business Management course will contribute to students' development as critical and effective participants in local and world affairs.

The internal assessment consists of a compulsory research project, which is based on primary research with a maximum of 2000 words. This written report is usually based on a real business issue or problem and must be referred directly to a single business organization. Students are required to contact a local business of their choice to collect information to complete this written report. Terminal examinations, Paper 1 and Paper 2, are prepared for during the two years of the course but they are taken at the end of the second year. There are three sections on Paper 1. The first two sections of Paper 1 are based on a case study given to students to analyze before the IB examination date. The third section has a compulsory question with additional stimulus material that students must use to answer an open-ended essay question. Paper 2 consists of three sections which are structured similarly to Paper 1. In the second section students must answer two out of three structured questions. Paper 2's third section is focused on the six concepts underpinning the subject - CUEGIS.





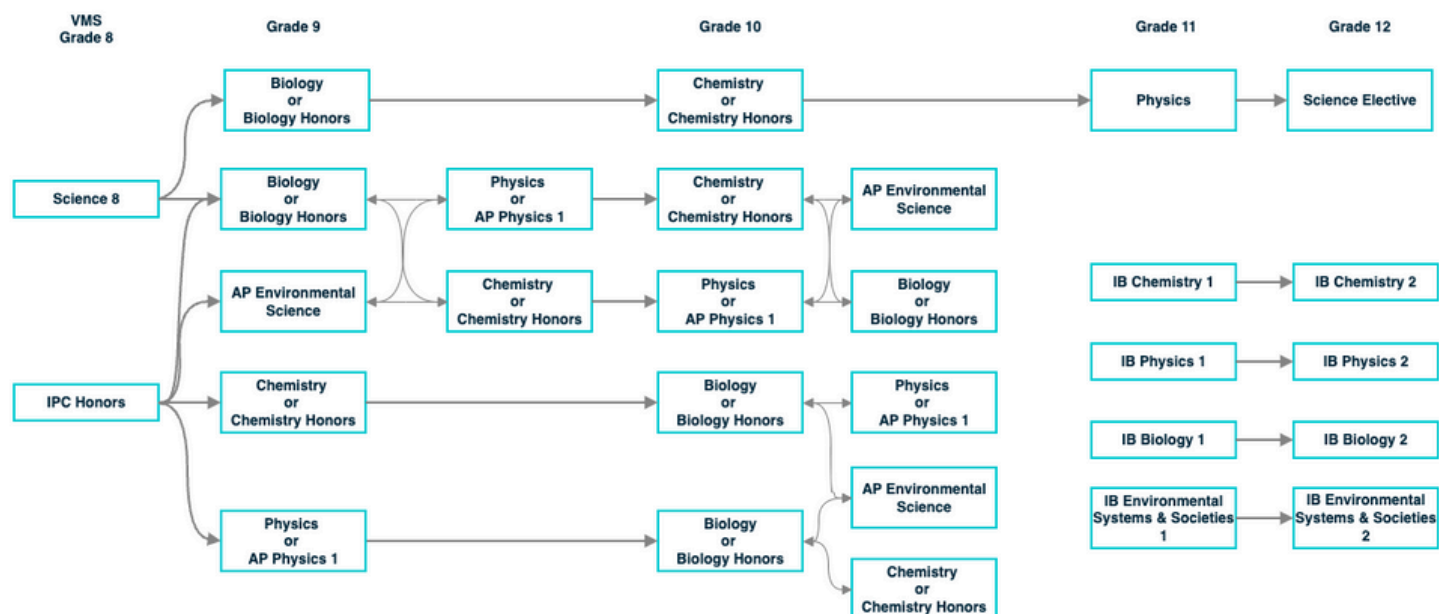
**THE VILLAGE SCHOOL**

A NORD ANGLIA EDUCATION SCHOOL



**SCIENCE**





It is highly recommended that students interested in IB science courses enroll in 2 science courses in either 9th or 10th grade.

### 1305 – Biology

*Core Course: 1 Credit*

*Required for graduation (#1305 or #1306)*

Hands-on experiments, class discussion, individual and group projects foster the exploration of the fundamental characteristics of living matter from the molecular level to the organism level with emphasis on general biological principles. This course focuses on the unity and diversity of living things in terms of their structures, functions, and evolution.

### 1306 – Biology Honors

*Core Course: 1 Credit*

*Required for graduation (#1305 or #1306)*

Biology Honors is an intensive course designed to provide students with an in-depth understanding of biology and problem-solving skills. Students will develop strong skills in research and critical thinking as they explore the fundamental characteristics of living systems from the molecular level to the ecosystem level. Emphasis is placed on science as inquiry, requiring students to approach the learning process through real-world problems. This course prepares students for the rigor of the IB Biology curriculum with a constant focus on practicing how to communicate logically and concisely through writing and working cooperatively with others while being independent in the learning process.

**1333/34 – IB Biology, Standard Level - year 1 and year 2***Core Course: 2 Credits****Prerequisite: Chemistry and Biology or instructor permission***

Through the study of biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyze data, collaborate with peers, and reflect, evaluate and communicate their findings. This course enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

The SL Course provides students with a fundamental understanding of biology and experience of the associated skills.

Levels of Organization				
Theme	Molecules	Cells	Organisms	Ecosystems
<b><i>Unity and Diversity</i></b>	<ul style="list-style-type: none"> <li>Water and Nucleic acids</li> </ul>	<ul style="list-style-type: none"> <li>Origins of cells</li> <li>Cell structure</li> </ul>	<ul style="list-style-type: none"> <li>Diversity of organisms</li> </ul>	<ul style="list-style-type: none"> <li>Evolution and speciation</li> <li>Conservation and biodiversity</li> </ul>
<b><i>Form and function</i></b>	<ul style="list-style-type: none"> <li>Carbohydrates and lipids</li> <li>Proteins</li> </ul>	<ul style="list-style-type: none"> <li>Membranes and membrane transport</li> <li>Organelles and Compartmentalization</li> <li>Cell specialization</li> </ul>	<ul style="list-style-type: none"> <li>Gas exchange</li> <li>Transport</li> <li>Muscle and motility</li> </ul>	<ul style="list-style-type: none"> <li>Adaptation to environment</li> <li>Ecological niches</li> </ul>
<b><i>Interaction and interdependence</i></b>	<ul style="list-style-type: none"> <li>Enzymes and metabolism</li> <li>Cellular respiration</li> <li>Photosynthesis</li> </ul>	<ul style="list-style-type: none"> <li>Chemical signaling</li> <li>Neural signaling</li> </ul>	<ul style="list-style-type: none"> <li>Integration of body systems</li> <li>Defense against disease</li> </ul>	<ul style="list-style-type: none"> <li>Populations and communities</li> <li>Transfer of energy and matter</li> </ul>
<b><i>Continuity and change</i></b>	<ul style="list-style-type: none"> <li>DNA replication</li> <li>Protein synthesis</li> <li>Mutations and gene editing</li> </ul>	<ul style="list-style-type: none"> <li>Cell and nuclear division</li> <li>Gene expression</li> <li>Water potential</li> </ul>	<ul style="list-style-type: none"> <li>Reproduction</li> <li>Inheritance</li> <li>Homeostasis</li> </ul>	<ul style="list-style-type: none"> <li>Natural selection</li> <li>Sustainability and change</li> <li>Climate change</li> </ul>

**1335/36 – IB Biology, Higher Level - year 1 and year 2***Core Course: 2 Credits****Prerequisite: Chemistry and Biology Honors or instructor permission***

Through the study of biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyze data, collaborate with peers, and reflect, evaluate and communicate their findings. This course enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

The HL course requires students to increase their knowledge and understanding of the subject, including additional mathematical skills, and so provide a solid foundation for further study at the university level. The increased breadth and depth at HL results in increased networked knowledge, requiring students to make more connections between diverse areas of the syllabus.

Levels of Organization				
Theme	Molecules	Cells	Organisms	Ecosystems
<b>Unity and Diversity</b>	<ul style="list-style-type: none"> <li>Water and Nucleic acids</li> </ul>	<ul style="list-style-type: none"> <li>Origins of cells</li> <li>Cell structure</li> <li>Viruses</li> </ul>	<ul style="list-style-type: none"> <li>Diversity of organisms</li> <li>Classification and Cladistics</li> </ul>	<ul style="list-style-type: none"> <li>Evolution and speciation</li> <li>Conservation and biodiversity</li> </ul>
<b>Form and function</b>	<ul style="list-style-type: none"> <li>Carbohydrates and lipids</li> <li>Proteins</li> </ul>	<ul style="list-style-type: none"> <li>Membranes and membrane transport</li> <li>Organelles and Compartmentalization</li> <li>Cell specialization</li> </ul>	<ul style="list-style-type: none"> <li>Gas exchange</li> <li>Transport</li> <li>Muscle and motility</li> </ul>	<ul style="list-style-type: none"> <li>Adaptation to environment</li> <li>Ecological niches</li> </ul>
<b>Interaction and interdependence</b>	<ul style="list-style-type: none"> <li>Enzymes and metabolism</li> <li>Cellular respiration</li> <li>Photosynthesis</li> </ul>	<ul style="list-style-type: none"> <li>Chemical signaling</li> <li>Neural signaling</li> </ul>	<ul style="list-style-type: none"> <li>Integration of body systems</li> <li>Defense against disease</li> </ul>	<ul style="list-style-type: none"> <li>Populations and communities</li> <li>Transfer of energy and matter</li> </ul>
<b>Continuity and change</b>	<ul style="list-style-type: none"> <li>DNA replication</li> <li>Protein synthesis</li> <li>Mutations and gene editing</li> </ul>	<ul style="list-style-type: none"> <li>Cell and nuclear division</li> <li>Gene expression</li> <li>Water potential</li> </ul>	<ul style="list-style-type: none"> <li>Reproduction</li> <li>Inheritance</li> <li>Homeostasis</li> </ul>	<ul style="list-style-type: none"> <li>Natural selection</li> <li>Sustainability and change</li> <li>Climate change</li> </ul>

**1304 – Chemistry***Core Course: 1 Credit****Prerequisite: Algebra I***

Chemistry is known as the “central science” and combines some of the mathematical nature of physics with the observational background of biology. Emphasizing a hands-on approach, this course surveys modern chemistry: principles of atomic theory, periodicity, bonding, molecular formulas, chemical reactions, stoichiometry, solutions, kinetics, equilibrium, acid-base chemistry, electrochemistry, thermochemistry, and organic compounds. Students will gain experience planning experiments and making observations, along with collecting, analyzing and evaluating their data. Special emphasis will be placed on developing critical thinking, problem-solving and practical laboratory skills that will prepare students for the IB program.

**1303 – Chemistry Honors***Core Course: 1 Credit****Prerequisite: Algebra I***

Chemistry is known as the “central science” and combines some of the mathematical nature of physics with the observational background of biology. Emphasizing a hands-on approach, this course surveys modern chemistry: principles of atomic theory, periodicity, bonding, molecular formulas, chemical reactions, stoichiometry, solutions, kinetics, equilibrium acid-base chemistry, electrochemistry, thermochemistry, and organic compounds. Students will gain experience planning experiments and making observations, along with collecting, analyzing and evaluating their data. Special emphasis will be placed on developing critical thinking, problem-solving and practical laboratory skills that will prepare students for the IB program. Chemistry Honors delves deeper into each of the topics than the Chemistry course, presents a more rigorous mathematical background, and moves at a faster pace.

**1329/30 – IB Chemistry, Standard Level – year 1 and year 2***Core Course: 2 Credits****Prerequisite: Chemistry or instructor permission***

IB DP Chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behavior to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. This course enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

The SL Course provides students with a fundamental understanding of chemistry and experience of the associated skills.

Structure	Reactivity
<b><i>Models of the particulate nature of matter</i></b> Introduction to the particulate nature of matter The nuclear atom Electron configuration Counting particles by mass: The mole Ideal gases	<b><i>What drives chemical reactions?</i></b> Measuring enthalpy change Energy cycles in reactions Energy from fuels
<b><i>Models of bonding and structure</i></b> The ionic model The covalent model The metallic model From models to materials	<b><i>How much, how fast, and how far?</i></b> How much? The amount of chemical change How fast? The rate of chemical change How far? The extent of chemical change
<b><i>Classification of Matter</i></b> The periodic table: Classification of elements Functional groups: Classification of organic compounds	<b><i>What are the mechanisms of chemical change?</i></b> Proton transfer reactions Electron transfer reactions Electron sharing reactions Electron-pair sharing reactions



**1331/32 – IB Chemistry, Higher Level – year 1 and year 2***Core Course: 2 Credits****Prerequisite: Chemistry Honors or instructor permission***

IB Chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behavior to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. This course enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory. The HL course requires students to increase their knowledge and understanding of the subject, including additional mathematical skills, and so provides a solid foundation for further study at university level. The increased breadth and depth at HL results in increased networked knowledge, requiring students to make more connections between diverse areas of the syllabus.

Structure	Reactivity
<b><i>Models of the particulate nature of matter</i></b> Introduction to the particulate nature of matter The nuclear atom Electron configuration Counting particles by mass: The mole Ideal gases	<b><i>What drives chemical reactions?</i></b> Measuring enthalpy change Energy cycles in reactions Energy from fuels
<b><i>Models of bonding and structure</i></b> The ionic model The covalent model The metallic model From models to materials	<b><i>How much, how fast, and how far?</i></b> How much? The amount of chemical change How fast? The rate of chemical change How far? The extent of chemical change
<b><i>Classification of Matter</i></b> The periodic table: Classification of elements Functional groups: Classification of organic compounds	<b><i>What are the mechanisms of chemical change?</i></b> Proton transfer reactions Electron transfer reactions Electron sharing reactions Electron-pair sharing reactions

**1300 – Physics**

Core Course: 1 Credit

**Prerequisite: *Geometry***

Students in Physics Honors must have a strong algebra background to meet the mathematical challenges underlying the physics concepts. More advanced math, for example, trigonometry and vectors, will be introduced in this course. Students will have opportunities to conduct investigations employing real-time data-collecting devices. Importance will be placed on understanding physical principles and concepts and how these principles and concepts are applied in everyday life. Topics include motion, work and energy, momentum, waves and sound, electricity, and magnetism.

**1322 – AP Physics 1**

Core Course: 1 Credit

**Prerequisite: *Algebra II, MAP Reading Score of 240 or above, MAP Language Usage score of 235 or above, and a MAP Math Score of 260 or above.***

AP Physics 1 is equivalent to the first course in an introductory college course sequence in algebra-based physics. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in these content areas:

- Kinematics
- Forces and Translational Dynamics
- Work, Energy, and Power
- Linear Momentum
- Torque and Rotational Dynamics
- Energy and Momentum of Rotating Systems
- Oscillations
- Fluids

The AP® Physics 1 exam is a college-level exam administered every year in May upon the completion of an Advanced Placement AP Physics 1 course. If students score high enough, they can earn college credit.

**1325/26 – IB Physics, Standard Level – year 1 and year 2***Core Course: 2 Credits****Prerequisite: Physics and Algebra II, or instructor permission***

IB Physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments. This course enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of this physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Space, time and motion	The particulate nature of matter	Wave behavior	Fields	Nuclear and quantum physics
Kinematics	Thermal energy transfers	Simple harmonic motion	Gravitational fields	Structure of the atom
Forces and momentum	Greenhouse effect	Wave model	Electric and magnetic fields	Radioactive decay
Work, energy and power	Gas laws	Wave phenomena	Motion in electromagnetic fields	Fission
	Current and circuits	Standing waves and resonance		Fusion and stars
		Doppler effect		

**1327/28 – IB Physics, Higher Level – year 1 and year 2***Core Course: 2 Credits****Prerequisite: Physics Honors, Algebra II Honors, or instructor permission***

IB Physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, which can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environment.

This course enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of this physics course is learning through scientific inquiry in the classroom and laboratory.

The HL course requires students to increase their knowledge and understanding of the subject, including additional mathematical skills, and so provide a solid foundation for further study at university level. The increased breadth and depth at HL result in increased networked knowledge, requiring students to make more connections between diverse areas of the syllabus.

Space, time and motion	The particulate nature of matter	Wave behavior	Fields	Nuclear and quantum physics
Kinematics	Thermal energy transfers	Simple harmonic motion	Gravitational fields	Structure of the atom
Forces and momentum	Greenhouse effect	Wave model	Electric and magnetic fields	Quantum physics
Work, energy and power	Gas laws	Wave phenomena	Motion in electromagnetic fields	Radioactive decay
Rigid body mechanics	Thermodynamics	Standing waves and resonance	Induction	Fission
Galilean and special relativity	Current and circuits	Doppler effect		Fusion and stars

**1314 – Environmental Science***Elective Course: 1 Credit*

In this two-semester course, we will utilize skills from the physical and social sciences to learn how Earth works, learn how living and nonliving things interact within their ecosystem, and gain an appreciation and understanding of the environmental challenges humans and all species face today and in the coming decades. Areas of study include ecosystems, renewable and nonrenewable energy sources, water, air, food, climate, biodiversity, waste, population, and land use. We will take a balanced approach, considering both scientific and practical factors, such as economics, that influence the health of ecosystems. Students can expect to do hands-on project work, conduct research, and give presentations. There will be an opportunity to address real environmental issues within our school and community, and we will conduct fieldwork on a regular basis.

**1315 – AP Environmental Science***Core Course: 1 Credit*

The Advanced Placement (AP) Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within 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.

The AP® Environmental Science exam is a college-level exam administered every year in May upon the completion of an Advanced Placement Environmental Science course. If students score high enough, they can earn college credit.

**1337/38 – IB Environmental Systems and Societies, Standard Level – year 1 and 2***Core Course: 2 Credits*

***This course does not have prerequisites, but students that have not taken Physics, Biology, and Chemistry should consult with the instructor.***

Environmental systems and societies (ESS) is an interdisciplinary course that combines a mixture of methodologies, techniques, and knowledge associated with both the sciences and individuals and societies. ESS is both a complex and contemporary course that engages students in the challenges of 21st-century environmental issues. Consequently, it requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts. The interdisciplinary nature of the course means students produce a synthesis of understanding from the various topics studied. It also emphasizes the ability to perform research and investigations and to participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local through to the global level.

The ESS course engages students and teachers with a conceptual approach. All students are encouraged to integrate the three key concepts of perspectives, systems, and sustainability throughout the course. The SL course provides students with a fundamental understanding of environmental studies and experience of the associated concepts and skills.



**1339 – IB Environmental Systems and Societies, Higher Level – year 1***Core Course: 1 Credit*

**This course does not have prerequisites, but students that have not taken Physics, Biology, and Chemistry should consult with the instructor.**

Environmental systems and societies (ESS) is an interdisciplinary course that combines a mixture of methodologies, techniques, and knowledge associated with both the sciences and individuals and societies. ESS is both a complex and contemporary course that engages students in the challenges of 21st-century environmental issues. Consequently, it requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts. The interdisciplinary nature of the course means students produce a synthesis of understanding from the various topics studied. It also emphasizes the ability to perform research and investigations and to participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local through to the global level.

The ESS course engages students and teachers with a conceptual approach. All students are encouraged to integrate the three key concepts of perspectives, systems, and sustainability throughout the course. The core content provides students with a fundamental understanding of environmental studies and experience of the associated concepts and skills. The HL course requires students to extend their knowledge and understanding of the subject, exploring the complexity of issues with additional breadth and depth, providing a solid foundation for further study at university level.

The HL course has three lenses—environmental law, environmental and ecological economics, and environmental ethics. The conceptually more demanding HL lenses allow for far more sophisticated processing and balanced viewpoints. The additional HL content requires the student to make more connections between diverse areas of the syllabus, resulting in increased networked knowledge and a comprehensive understanding of the complexities of environmental issues as well as possible strategies, solutions, and management. HL students are required to demonstrate critical evaluation and to synthesize material in the core content, HL extension material, and HL lenses, facilitating a more complete view of a problem with analysis at greater breadth and depth.

**1520 – EYW: Design***Elective Course: 1 Credit****Prerequisite: Algebra I or instructor permission***

Engineer Your World engages students in authentic engineering practices in a project-based environment as it scaffolds their learning over a series of engaging and socially relevant design challenges. The course focuses on creating a narrative of engineering, building engineering design skills, and developing engineering habits of mind. Students discover how products are designed to meet, and evolve in parallel with, societal needs; explore how engineering can improve lives and how they, as engineers, could play a role in making the world a better place; consider the impact of engineering on the world around them; and experience how engineers work in teams to address complex problems as engineering and technology open new frontiers. Topics and skills include analyzing/interpreting requirements, generating concepts, embodying design, verifying performance, creating technical documentation, instrumentation and experimentation, data acquisition and analysis, modeling, design modification, data representation for decision making, product design, interpreting customer need, developing design constraints, patents and intellectual property, system decomposition, project management, concept selection, risk analysis, ethics and safety, automation, control, and programming.

**1351 – Anatomy & Physiology***Elective Course: 1 Credit****Prerequisite: Biology; while Chemistry is not required it is recommended***

This course is designed to introduce students to the basic knowledge of human anatomy and physiology. Its overall emphasis will be dominated by two unifying themes: the understanding of how structure and function complement one another in the normal, healthy human body and how to explain their importance in terms of maintaining homeostasis. Students will have opportunities to explore human anatomy through models, animal specimens, and prepared microscopy. It is an advanced elective science class that encourages students to unify a coherent knowledge base, stimulate critical thinking, and hopefully, appreciate the wonders of the human body.

**1353 – Anatomy & Physiology Honors***Elective Course: 1 Credit****Prerequisite: Biology; while Chemistry is not required it is recommended***

This course is designed to introduce students to human anatomy and physiology. Its overall emphasis will be dominated by two unifying themes: the understanding of how structure and function complement one another in the normal, healthy human body and how to explain their importance in terms of maintaining homeostasis. Students will have opportunities to explore human anatomy through models, animal specimens, and prepared microscopy. It is an advanced elective science class that encourages students to unify a coherent knowledge base, stimulate critical thinking, and appreciate the wonders of the human body. The Honors curriculum includes more content, delves deeper into each topic, and moves at a faster pace.

**1355 – Pathophysiology Honors***Elective Course: 1 Credit***Prerequisite: Anatomy & Physiology or permission of instructor**

This course is an introduction to the fundamental changes in human physiology due to disease. Emphasis will be placed on the clinical manifestations of specific diseases, highlighting the signs and symptoms associated with each disease and their effects on the human body. Students will learn about a variety of diseases, including genetic conditions and cancers, as well as infectious diseases caused by bacteria, viruses, parasites, and fungi. The medical significance of diseases that affect each body system will be the unifying principle as students learn the diagnostic characteristics that allow medical professionals to identify diseases and guide their treatment decisions. Students will utilize real-life case studies, microbiological culturing techniques, models, and microscopy to identify pathological samples and associate them with specific disease conditions. This is a challenging advanced elective science class that will expose students to a deeper understanding of the medical profession.

**1356 – Sports, Exercise, and Health Science***Elective Course: 1 Credit***Prerequisite: Biology; while Chemistry is not required is it highly recommended**

This course is designed to introduce students to the basic knowledge of human anatomy and motion, and analysis of skill development, training regimens, and common measurements of human performance. The course includes multiple instructor-guided and student-designed investigations. Students should expect to leave the course with a deeper understanding of the theories and processes that drive our modern understanding of health and athleticism.

**1347 – World Health Research and Medical Terminology***Elective Course: 1 Credit*

This course introduces students to the structure and meaning of medical terms, word roots, and abbreviations to develop an understanding of vocabulary necessary for careers within the medical field. This course provides an overview of basic principles of public health, including public health history, the public health system, concepts, and tools for measuring health in populations, the relationship between public health and the medical care system, and the role of law and government in public health. It includes an introduction to the five core disciplines of public health (Epidemiology, Biostatistics, Environmental Health, Social and Behavioral Health, and Health Policy & Management). The structure, objectives, and trends of major health-related programs and systems in the United States will be examined.

**1350 – Health Science***Elective Course: 1 Credit****Prerequisites: World Health Research and Medical Terminology, and Biology***

Health Science is designed for students interested in pursuing a career in healthcare to develop health care-specific knowledge and skills in effective communication, ethical and legal responsibilities, patient care, first aid and CPR. Students gain an overview of the therapeutic, diagnostic, health informatics, support service, biotechnology, and research and development systems of the healthcare industry. This course will prepare students for the transition to clinical or work-based health care experience. Students will recognize that quality healthcare depends on the ability of an individual to be a good team player and to work well with others. *This course can be completed concurrently with Medical Terminology and Public Health.*

**1359 – Health Science II***Elective Course: 1 Credit****Prerequisites: Premedical Science Diploma student and Health Science***

The course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.

**1357 – Research Methods in Medicine***Elective Course: 0.5 Credit****Prerequisite: Premedical Science Diploma student***

This course introduces students to the research process. Students will learn the various methodologies and techniques commonly used in healthcare research by integrating theory, research design, and evidence-based practice. A practical application of health-related statistical analysis provides students with the knowledge and skills needed to read, interpret, and evaluate quantitative findings in medical and allied health literature.

**1358 – Health Science Practicum***Elective Course: 1 Credit****Prerequisite: Premedical Science Diploma student, Health Science***

This course is designed to give students practical application of previously studied knowledge and skills. The course will be taught by different methodologies, such as preclinical lab, clinical observation, and cooperative education. During clinical rotation, students will observe in numerous specialty areas. This course allows students to observe and learn from professionals in the medical field.

**1360 – Advanced Health Science Preceptorship***Elective Course: 1 Credit****Prerequisites: Premedical Science Diploma student, Health Science II***

The Health Science Preceptorship is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. The course will use different methodologies, such as clinical rotation and career preparation learning. Students will have hands-on experience through clinical rotation education and career preparation learning through developing a professional portfolio. Professional certifications may be attained upon studying and passing exams in a student's focus area. By permission, credit for this course may be obtained by PMSD program students through approved externship opportunities.

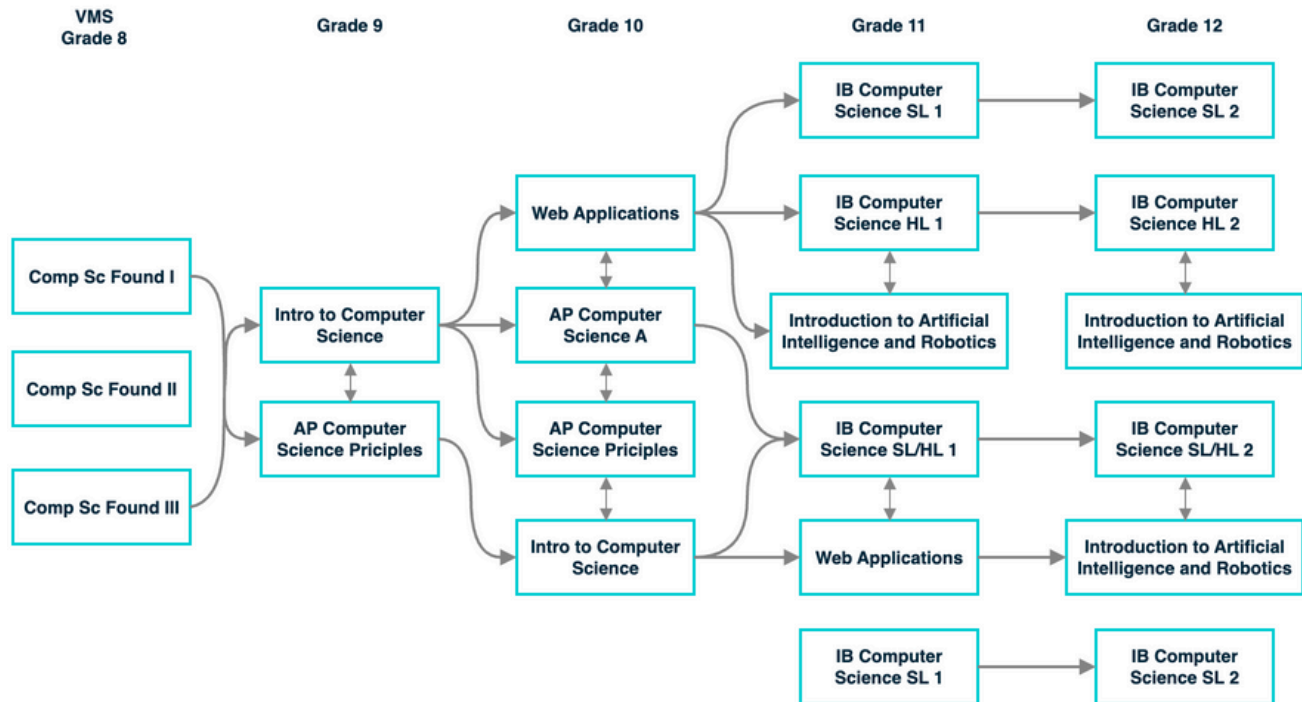


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# COMPUTER SCIENCE





## 1500 – Introduction to Computer Science

*Elective Course: 1 Credit*

This is an introductory course in Computer Science. Students learn the fundamentals of programming, with a focus on Computational Thinking and Problem-solving. They use Java as the programming language. Topics include program structure, input and output, variables, conditional statements, loops, methods, arrays, and Graphical User Interface. To solve complex problems, they will learn the principles of Object-Oriented Programming. Students will also learn SQL to manage data and connect Java programs to databases using SQL. To connect their learning to other disciplines, students will select topics of their choice and implement interdisciplinary projects. To better understand how computers work, students will study computer architecture, data representations, operating systems, and applications. Students will also have the opportunity to design and print 3D objects.

## 1505 – AP Computer Science Principles

*Elective Course: 1 Credit*

Advanced Placement (AP) Computer Science Principles is equivalent to an introductory, college-level breadth course in computer science. 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.

The AP® Computer Science Principles exam is a college-level exam administered every year in May upon the completion of an Advanced Placement Computer Science Principles course. If students score high enough, they can earn college credit.

**1503 – Introduction to Robotics***Elective Course: 1 Credit*

This is a project-based learning course for students to gain and enhance problem-solving and real-world skills which will develop career connections & pathways. The projects are designed to build professionalism, project management, and tools for problem-solving (e.g., Engineering Design Process and Computational thinking). Students will learn the hardware and design of a basic robot, such as how a robot can sense and act to achieve a task, the robot's chassis and drive system, electrical wiring, wireless configuration, and actuators & manipulators. Students will build a basic robot and apply computational thinking to program the robot for testing. Students will use Java as the programming language, and they will design their robots for robotics competitions. To compete in the competitions, students will apply various techniques to improve the mechanism design.

**1505 – Robotics II***Elective Course: 1 Credit****Prerequisite: Introduction to Robotics***

Designing, Engineering, and programming robots for competitions are complex tasks that require time and experience to master them. This course will allow students who have completed the Intro to Robotics course to continue their learning with engineering and programming robots for competitions. Students will learn advanced engineering techniques, customize their robots, code, practice, and prepare to compete at a higher level. Students will also mentor Intro to Robotics students and share their learnings with their rookie peers.

**1501 – Web Applications***Elective Course: 1 Credit****Prerequisite: Intro to Computer Science***

Web Applications is an introductory course in Database and Web Applications. Students need to be fluent in programming with Java, and they will further advance their Computational Thinking and Problem-solving skills. Students will learn to use SQL to manage data and connect Java programs to databases using SQL, design web pages with HTML and CSS, create dynamic web pages with Javascript, and use Java Servlets and JSP to create dynamic web applications with access to databases. To have a better understanding of databases, students will study the principles of database systems. Students will also explore the principles of Networks and Web Science while developing web applications. To connect their learning to other disciplines, students will select topics of their choice and implement interdisciplinary web applications.

**1502 – Introduction to Artificial Intelligence***Elective Course: 1 Credit***Prerequisite:** *IB Computer Science HL I or Web applications or instructor permission*

Artificial Intelligence (AI) and Robotics is the study and design of intelligent agents. In this course, students learn to design intelligent agents as a system that perceives their environment and takes actions that maximize their chance of success. Students will learn to use Python as the programming language to design intelligent agents. The course focuses on two aspects of AI: Knowledgebase Systems and Machine Learning. In knowledge-based systems, they will learn to build logical agents to make intelligent decisions. As a case study, they will investigate the application of AI in Medicine and create a diagnostic system as a rational agent with a knowledge base and inference engine for interrogating the knowledge base and proposing a diagnosis from a given set of inputs. They will also study the use of logical agents in Robotics. Students will apply their learning to program NAO, a humanoid robot, to make intelligent decisions. The second part of the course is an introduction to machine learning and neural networks. As a case study, students will apply the back propagation algorithm for the machine to recognize handwritten digits. Students will also become familiar with the concept of deep learning through the case study of Autonomous Vehicles (self-driving cars).

**1509/10 – IB Computer Science, Standard Level – year 1 and 2***Elective Course: 2 Credits*

The intent of this course is to make students aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the IB Computer Science course emphasizes the need for both a theoretical and practical approach. This course will develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively while also raising awareness of the moral, ethical, social, economic and environmental implications of using science and technology. Students will develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science.

**1511/12 – IB Computer Science, Higher Level – year 1 and 2***Elective Course: 2 Credits***Prerequisite:** *Intro to Computer Science*

The intent of this course is to make students aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the IB Computer Science course emphasizes the need for both a theoretical and practical approach. This course will develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively while also raising awareness of the moral, ethical, social, economic and environmental implications of using science and technology. Students will develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science.

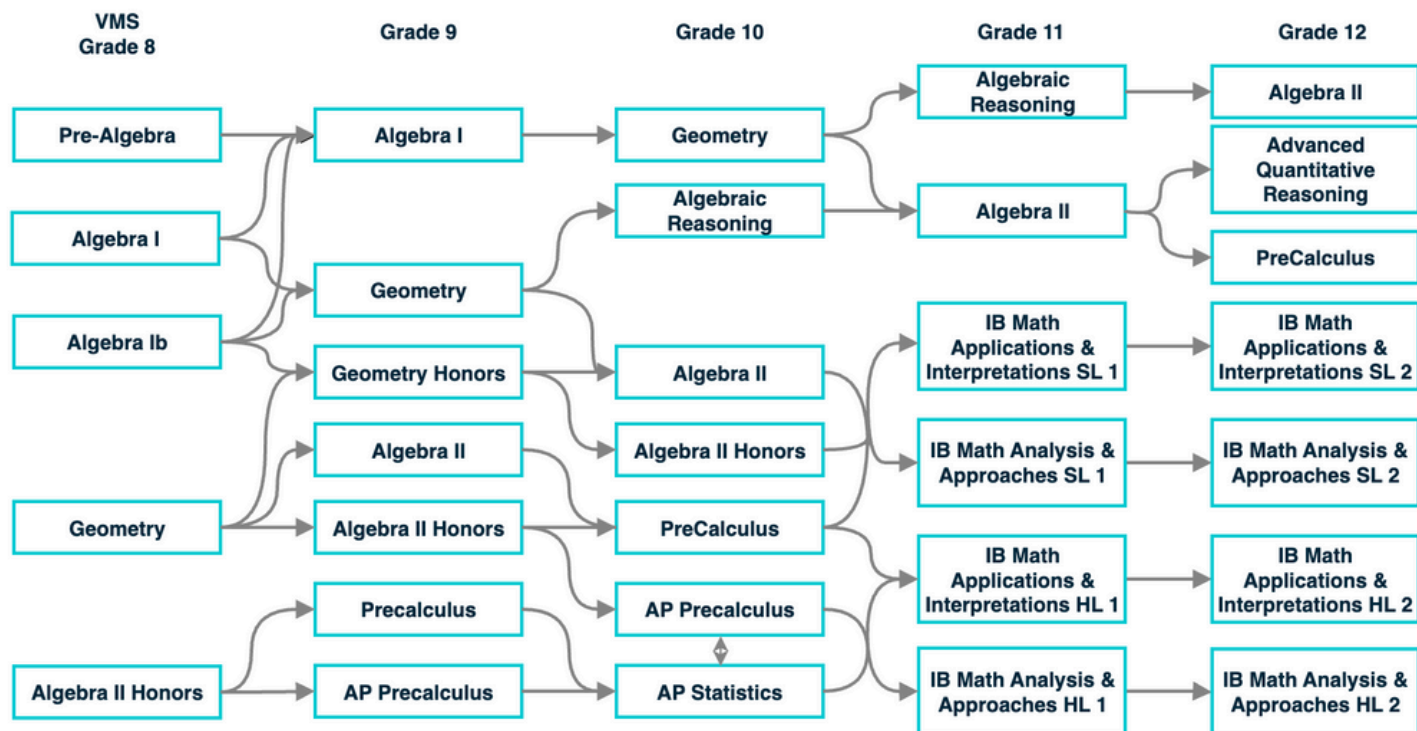


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# MATHEMATICS





## 1200 – Algebra I

*Core Course: 1 Credit*

Algebra I provides an introduction to using variables, expressions, equations, inequalities and functions to model real-world situations. A strong foundation in arithmetic, especially operations involving fractions and integers, is essential. Topics include operations with rational numbers, writing and solving equations and inequalities (linear, absolute value, and quadratic), writing and graphing functions (linear and quadratic), operations with polynomials and radicals, and statistics. The use of the graphing calculator is also incorporated.

## 1206 – Geometry

*Core Course: 1 Credit*

***Prerequisite: Algebra I***

Geometry provides students with experiences that deepen their understanding of two and three-dimensional objects and their properties. Students will use both deductive and inductive reasoning to draw conclusions about the properties and relationships of geometric objects. Topics include points, lines, angles and planes, parallel and perpendicular line relationships, properties of triangles, quadrilaterals, and circles, right triangle trigonometry, perimeter and area of two-dimensional objects, and surface area and volume of three-dimensional objects. Use of the graphing calculator is also incorporated.

*\*This course can be completed concurrently with Algebra II or Algebra II Honors.*



## 1207 – Geometry Honors

*Core Course: 1 Credit*

***Prerequisite: Algebra I, a 90 or above in equivalent/preceding class, a MAP Math score of 250 or above.***

Geometry Honors provides students with experiences that deepen their understanding of two and three-dimensional objects and their properties. Students will use both deductive and inductive reasoning to draw conclusions about the properties and relationships of geometric objects. Topics include points, lines, angles and planes, parallel and perpendicular line relationships, properties of triangles, quadrilaterals, and circles, right triangle trigonometry, perimeter and area of two-dimensional objects, and surface area and volume of three-dimensional objects. An understanding of proof and logic is developed. Additional topics may include analytic representation of Euclidean transformations and introduction to non-Euclidean geometries. The use of the graphing calculator is also incorporated. *This course can be completed concurrently with Algebra II or Algebra II Honors.*

## 1201 – Algebra II

*Core Course: 1 Credit*

***Prerequisite: Geometry***

The primary goal of Algebra II is for students to conceptualize, analyze, and identify relationships among the following classes of functions: linear, absolute value, quadratic, polynomial, radical, exponential, logarithmic, and rational. For each of these function types, students will learn to solve associated equations and inequalities, create and analyze graphs both with and without technology, and create and analyze mathematical models that are applicable to real-life situations. In addition to these functions, students will study systems of equations, matrices, transformations, inverse functions, and complex numbers. Use of the graphing calculator will be incorporated.

*\*This course can be completed concurrently with Geometry or Geometry Honors.*

## 1202 – Algebra II Honors

*Core Course: 1 Credit*

**Prerequisite:** *Geometry, a 90 or above in equivalent/preceding class, a MAP Math score of 260 or above.*

The primary goal of Algebra II Honors is for students to conceptualize, analyze, and identify relationships among the following classes of functions: linear, absolute value, quadratic, polynomial, radical, exponential, logarithmic, rational, and trigonometric. For each of these function types, students will learn to solve associated equations and inequalities, create and analyze graphs both with and without technology, and create and analyze mathematical models that are applicable to real-life situations. In addition to these functions, students will study systems of equations, matrices, sequences and series, transformations, piecewise functions, composition of functions, inverse functions, and complex numbers. Use of the graphing calculator will be incorporated.

*\*This course can be completed concurrently with Geometry or Geometry Honors.*

## 1212 – Advanced Quantitative Reasoning

*Core Course: 1 Credit*

**Prerequisite:** *Algebra II*

Advanced Quantitative Reasoning is a senior-level course that builds on and extends what students have learned in Algebra I, Geometry, and Algebra II. This course reinforces needed skills as students study new topics that are typically not taught at the high school level in relevant and engaging contexts. Students will develop and apply college and career skills such as reasoning, planning, conducting research, collaborating, making presentations, and solving problems in applied situations. Topics will include but are not limited to, numerical reasoning, probability, statistical analysis, finance, and modeling with algebra, geometry, trigonometry, and discrete mathematics.

## 1213 – Precalculus

*Core Course: 1 Credit*

**Prerequisite:** *Algebra II*

Precalculus delves more deeply into some topics introduced in Algebra II, including piecewise functions, polynomial, rational, exponential and logarithmic functions. It also covers the new topics of vectors, trigonometric functions and identities, sequences and series, and limits at a surface level. In all of these topics, the skills of solving equations, creating and analyzing graphs, developing and analyzing mathematical models will be emphasized. Use of the graphing calculator will be incorporated. Students who complete this course successfully will be poised to enter IB Math Applications & Interpretations Higher Level.

## 1214 – AP Precalculus

*Core Course: 1 Credit*

***Prerequisite: Algebra II Honors, a 90 or above in equivalent/preceding class, MAP Reading Score of 240 or above, MAP Language Usage score of 235 or above, and a MAP Math score of 265 or above.***

Advanced Placement (AP) Precalculus is designed to be the equivalent of a first semester college precalculus course. AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science.

Throughout this course, students develop and hone symbolic manipulation skills, including solving equations and manipulating expressions, for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, analytical, and verbal representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. In turn, the skills learned in this course are widely applicable to situations that involve quantitative reasoning. AP Precalculus fosters the development of a deep conceptual understanding of functions. Students learn that a function is a mathematical relation that maps a set of input values—the domain—to a set of output values—the range—such that each input value is uniquely mapped to an output value. Students understand functions and their graphs as embodying dynamic covariation of quantities, a key idea in preparing for calculus. With each function type, students develop and validate function models based on the characteristics of a bivariate data set, characteristics of covarying quantities and their relative rates of change, or a set of characteristics such as zeros, asymptotes, and extrema. These models are used to interpolate, extrapolate, and interpret information with different degrees of accuracy for a given context or data set. Additionally, students also learn that every model is subject to assumptions and limitations related to the context. As a result of examining functions from many perspectives, students develop a conceptual understanding not only of specific function types but also of functions in general. This type of understanding helps students to engage with both familiar and novel contexts. Students who complete this course successfully will be poised to enter IB Math Analysis & Approaches Higher Level.

The AP® Precalculus exam is a college-level exam administered every year in May upon the completion of an Advanced Placement Precalculus course. If students score high enough, they can earn college credit.

## 1234 – AP Statistics

*Core Course: 1 Credit*

***Prerequisite: Algebra II Honors, a 90 or above in equivalent/preceding class, MAP Reading Score of 240 or above, MAP Language Usage score of 235 or above, and a MAP Math score of 265 or above.***

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

The AP® Statistics exam is a college-level exam administered every year in May upon the completion of an Advanced Placement Statistics course. If students score high enough, they can earn college credit.

## 1225/26 – IB Mathematics: Applications & Interpretation (AI) Standard Level - year 1 and 2

*Core Course: 2 Credits*

***Prerequisite: Algebra II and a MAP: Math 6+ score of at least 245***

IB Mathematics AI Standard Level is designed for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Math AI will appreciate seeing mathematics applied in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example.

The two-year course covers a wide variety of mathematical topics, including number and algebra (sequences and series, financial math), functions (creating, fitting, and using models with linear, exponential, natural log, cubic and simple trig functions), geometry and trigonometry (right-angled and non-right-angled trig including bearings, surface area and volume of composite 3D solids), statistics and probability (Pearson's product-moment and Spearman's rank correlation coefficients, Chi-squared test for independence and goodness of fit), and calculus (differentiation including analyzing graphical behavior of functions and optimization, simple integration). The course prepares students for the International Baccalaureate assessments, which will take place in May of their senior year and will account for 80% of their overall math grade in the IB Program. The other 20% will consist of students' performance on a major independent project, which will involve the design, execution, and analysis of a mathematical investigation.

## **1227/28 – IB Mathematics: Analysis & Approaches (AA) Standard Level - year 1 and 2**

*Core Course: 2 Credits*

**Prerequisite: Algebra II and a MAP: Math 6+ score of at least 250**

IB Mathematics AA Standard Level is intended for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Math AA will be those who enjoy the thrill of mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example.

The course is a rigorous two-year program that covers a broad range of mathematical topics, including number and algebra (sequences and series, solving exponential equations, binomial theorem), functions (composite, inverse, identity, rational, exponential, logarithmic, and quadratic), geometry and trigonometry (unit circle, solving trigonometric equations), statistics and probability (probability diagrams, binomial distribution, correlation), and calculus (limits, convergence, differentiation, kinematics, the chain, product and quotient rules, definite and indefinite integration). The course prepares students for the International Baccalaureate assessments, which will take place in May of their senior year and will account for 80% of their overall math grade in the IB Program. The other 20% will consist of students' performance on a major independent project, which will involve the design, execution, and analysis of a mathematical investigation.

## **1229/30 – IB Mathematics: Analysis & Approaches (AA) Higher Level – year 1 and 2**

*Core Course: 2 Credits*

**Prerequisite: AP Precalculus with a score of at least an 80 and a MAP: Math 6+ score of at least 270**

IB Mathematics AA Higher Level is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Math AA will be those who enjoy the thrill of mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example.

The course is a rigorous two-year program that covers a broad range of mathematical topics, including number and algebra (permutations and combinations, partial fractions, complex numbers), functions (factor and remainder theorems, odd and even functions), geometry and trigonometry (reciprocal trig ratios, vector theory, vector algebra), statistics and probability (Bayes theorem, probability distributions), and calculus (differentiation, L'Hopital's rule, integration, Euler's method, Maclaurin series). The course prepares students for the IB exams, which will constitute 80% of their overall math grade in the IB Program; the other 20% will consist of a major independent project that will involve the design, execution, and analysis of a mathematical investigation. Students who complete this course will be well prepared for advanced mathematics courses in college. Students who opt for this course might need to sit a prior knowledge assessment to gauge if they will be successful in the course.

In year 1 of this course students will also cover the Advanced Placement (AP) Calculus BC curriculum. AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. AP Calculus BC focuses on students' understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), the course becomes a cohesive whole, rather than a collection of unrelated topics. The course requires students to use definitions and theorems to build arguments and justify conclusions. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Students will regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

The AP<sup>®</sup> Calculus BC exam is a college-level exam administered every year in May upon the completion of an Advanced Placement Calculus BC course. If students score high enough, they can earn college credit.

## 1231/32 – IB Mathematics: Applications & Interpretation (AI) Higher Level - year 1 and 2

*Core Course: 2 Credits*

***Prerequisite: Precalculus with a score of at least an 80 and a MAP: Math 6+ score of at least 265; or teacher approval***

IB Mathematics AI Higher Level is designed for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Math AI will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example.

The course is a rigorous two-year program that covers a wide variety of mathematical topics, including number and algebra (complex numbers and their practical applications, matrices), functions (creating, fitting and using models with further trig, log, rational, logistic and piecewise functions), geometry and trigonometry (vector concepts and applications), statistics and probability (binomial and Poisson distributions, hypothesis testing and confidence intervals), and calculus (kinematics and practical problems involving rates of change, volumes of revolution, setting up and solving models, second-order differential equations in context). The course prepares students for the IB exams, which will constitute 80% of their overall math grade in the IB Program; the other 20% will consist of a major independent project that will involve the design, execution, and analysis of a mathematical investigation. Students who complete this course will be well prepared for advanced mathematics courses in college.

In year 1 of this course students will also cover the Advanced Placement (AP) Calculus AB curriculum. AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. AP Calculus AB focuses on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), the course becomes a cohesive whole, rather than a collection of unrelated topics. The course requires students to use definitions and theorems to build arguments and justify conclusions. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Students will regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

The AP® Calculus AB exam is a college-level exam administered every year in May upon the completion of an Advanced Placement Calculus AB course. If students score high enough, they can earn college credit.

*\*Students who opt for this course might need to sit a prior knowledge assessment to gauge if they will be successful in the course.*





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# ENTREPRENEURSHIP

## **1537 – Introduction to Entrepreneurship**

*Elective Course: 0.5 Credit*

This course introduces students to the fundamentals of Entrepreneurship by taking them through the process of launching their own business ideas through the \$5 Challenge and 6 Week Startup culminating in the Shark Tank Pitch Event.

## **1539 – Entrepreneurship II**

*Elective Course: 0.5 Credit*

***Prerequisites: Introduction to Entrepreneurship***

Students will be introduced to different types of Entrepreneurship including product design, real estate and social enterprise. They will be given challenges by entrepreneurs from each category where they will put what they have learned into practice.

## **1541 – Fundamentals of Finance, Accounting & Investment**

*Elective Course: 0.5 Credit*

***Prerequisites: Introduction to Entrepreneurship***

This course will cover the basics of finance for small business owners including Balance sheet and Income statement, Cash flow statement and financial ratios, Financial planning and funding. Students will also have the opportunity to learn about investing in the stock market, how to build a portfolio and risk management by competing in a regional investment competition. Priority enrollment is given to students that have completed or are concurrently enrolled in Introduction to Entrepreneurship, Business & Professional Skills, or Economics

## **1545 – Marketing, sales & negotiations**

*Elective Course: 0.5 Credit*

***Prerequisites: Introduction to Entrepreneurship***

This course is designed to introduce students to basic Marketing, Sales & Negotiations Principles. In this unit, students will study a range of marketing activities, how to market to the different market segments, how to create a marketing mix; and using different strategies to run a marketing campaign. For Sales & Negotiations students will explore and implement different sales and negotiations strategies including preparing for a negotiation, win-win scenarios, tactical empathy, negotiating styles and persuasion techniques.

## **1547 – Design Thinking for Entrepreneurship**

*Elective Course: 0.5 Credit*

***Prerequisites: Introduction to Entrepreneurship (11th grade only course)***

Students will use the Design Thinking model to create business ideas which solve an identified problem. They will form cohort teams and use one of their business ideas to launch and run a business. During the Fall semester they will pitch their businesses in high school pitch competitions across the city.

Specialism I: (Students choose one of the following)

## **1615 – Digital Marketing**

*Elective Course: 0.5 Credit*

***Prerequisite: Introduction to Graphic Design***

## **1546 – Small business operations**

*Elective Course: 0.5 Credit*

***Prerequisites: Design Thinking for Entrepreneurship (12th grade only course)***

In this course students will learn the fundamentals of running a small business such as how to register your business, tax for small businesses, small businesses and the law, supply chain management strategies.





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**FINE ARTS**

# MUSIC

## 1602 – Chamber Orchestra

*Elective Course: 1 Credit (per year)*

***Prerequisite: Audition and/or approval of instructor required***

This course gives students the opportunity to play great, classic repertoire in an ensemble of strings (violin, viola, cello, double bass). Class time is used primarily for full ensemble rehearsals and sectionals. This class will also, at times, join forces with members of the band to play works for full symphony orchestra. Significant prior experience on one's instrument is required. In addition to strings, there may be limited positions for other instruments such as piano and harp. Students with no instrumental experience should take the Beginner Instrumentalist course prior to joining this class. Students must be able to provide their own instruments.

## 1604 – Concert Band

*Elective Course: 1 Credit (per year)*

***Prerequisite: at least two years of experience on woodwind, brass, or percussion instruments***

This course is for intermediate to advanced players with experience on woodwind, brass, and percussion instruments. Students with no instrumental experience should take the Beginner Instrumentalist course prior to joining this class. In this course, the student will develop further individual technical skills as well as ensemble skills. This performance-based group offers many diverse opportunities to display learned works, such as competitions on both individual and ensemble levels, community performances, and travel performances. This course also builds on world music and knowledge of music theory. Students must be able to provide their own instruments.

## 1601 – Chamber Choir

*Elective Course: 1 Credit (per year)*

***Prerequisite: Auditions Required***

This course is designed for students to apply musical skills as they continue to create and experience music as a musical ensemble. Students will continue developing mastery of solfege, major and minor scales, and 4 part harmonies. Students will convey musical interpretation with the use of dynamics and phrasing, while incorporating facial expression and movement for refined presentation. Through this class, students will continue to develop an understanding and appreciation of the differences in music from other cultures and the connections music brings to people, places and time. Students in Chamber Choir are expected to participate in all concerts throughout the year as a required part of their course.



**1608 – Cantati***Elective Course: 1 Credit (per year)****Prerequisite: Auditions Required***

Cantati is a select group of auditioned singers. Students placed in this group must have a strong knowledge of music notation, melody, harmony, pitch, solfege, and rhythm as well as be competent sight readers. This group performs music from all time periods and in all musical genres. They may also have opportunities to go to conferences like TMEA or TPSMEA, sing for school events, or for off campus performances. This group regularly performs intermediate to upper intermediate/advanced repertoire in 3 or more parts. The focus of this coursework is vocal jazz, pop, and musical theater repertoire. Additional vocal competitions may be added throughout the year as deemed necessary for educational development.

**1610 – Jazz Ensemble***Elective Course: 1 Credit (per year)****Prerequisite: at least two years of experience on the current instrument***

The Jazz Ensemble explores the American-born, worldwide style of music performance known collectively as jazz. Outside of classical music education, jazz performance techniques include a deep knowledge of music theory, improvisation, and student-led ensemble skills. Students will explore various styles of jazz music and perform locally in community events. Any instrument is welcome to join the group.

*\*Students must be able to provide their own instruments.*

**1650/53 – IB Music, Standard Level – year 1 and 2***Elective Course: 2 Credits**Year 1 of this course does not differentiate SL and HL; this choice is made at the end of 11th grade****Prerequisite: One year of a performing ensemble, private instrumental lessons, or instructor permission***

This course can be taken as part of the IB Diploma Program as a Category 6 course, or on its own. Through the two-year International Baccalaureate, music course students develop their knowledge and potential as musicians, both personally and collaboratively. Involving aspects of music composition, performance, and critical analysis, the course exposes students to forms, styles, and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. Standard level (SL) music students are required to study musical perception and develop technical skills in a performance area of choice, such as woodwinds, brass, strings, percussion, vocals, or keyboard. By the end of the two-year course, Standard Level candidates will have completed the following portfolios: Exploring Music in Context, Experimenting with Music, and Presenting Music.

**1650/51 – IB Music, Higher Level – year 1 and 2***Elective Course: 2 Credits**Year 1 of this course does not differentiate SL and HL; this choice is made at the end of 11th grade****Prerequisite: One year of a performing ensemble, private instrumental lessons, or instructor permission***

This course can be taken as part of the IB Diploma Program as a Category 6 course, or on its own. Through the two-year International Baccalaureate, music course students develop their knowledge and potential as musicians, both personally and collaboratively. Involving aspects of music composition, performance, and critical analysis, the course exposes students to forms, styles, and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. Higher level (HL) music students are required to study musical perception and develop technical skills in a performance area of choice, such as woodwinds, brass, strings, percussion, vocals, or keyboard. By the end of the two-year course, Higher Level candidates will have completed the following portfolios: Exploring Music in Context, Experimenting with Music, Presenting Music, and Contemporary Music Maker.

# THEATRE

## **1619 – Musical Theatre and Production**

*Elective Course: 1 Credit*

This course will introduce the fundamentals of musical theatre performance (including dance, music and theatre) through the rehearsal and performance of various staged musical theatre productions that will be presented in a showcase setting. This course will also look at aspects of technical theatre including, stage management, costume & set design and a few other technical theatre areas.

## **1620 – Theatre I**

*Elective Course: 1 Credit*

Theatre I is a year-long survey course in which students will learn the basics of theatrical performance arts. Students will perform a variety of pieces and will learn the elements of a stage, the history of the theater, and the structure of a narrative. The class will cover the fundamentals of acting, directing, character development, technical work, and costuming. Performance skills will aid the students in real-world tasks, such as presentations, teamwork, and social interactions. Students are required to attend one live theatre performance during the school year.

## **1624 – Theatre II**

*Elective Course: 1 Credit*

***Prerequisite: Theatre I or instructor permission.***

This yearlong course focuses on creativity and self-expression while maintaining an understanding of general acting techniques. Scripted and improvisational exercises, along with devised performances and ensemble building activities, provide students with a safe arena to expand on and explore their craft. Students explore the techniques and skills required to raise a performance on stage both from an acting and directing perspective. This course provides not only a premier curricular theater grounded in acting but comprehensive experience for students, but it also develops self-confidence and presentational skills, which are so important for all students regardless of their chosen academic path. It also develops creativity, independent thought and the confidence to present themselves in a public arena, something that is required in all walks of life. This course also provides the building blocks for the IB Theatre program.

## **1625 – Theatre III**

*Elective Course: 1 Credit*

***Prerequisite: Theatre II or instructor permission***

In this course, students apply the skills acquired in Theatre Essentials I. Building a character, analyzing text, and working in an ensemble, discovering from diverse scripts a character's objectives, subtext, and physicality. Improvisation, devised performance, building tension and creating atmosphere, coupled with the exploration of the theories and techniques of Practitioners such as Brecht, Stanislavski, Artaud, Craig and Jerzy Grotowski. This course provides not only a premier curricular acting experience for students but also develops creativity, independent thought and the confidence to present themselves in a public arena, something that is required in all walks of life. This course also provides the building blocks for the IB Theatre program.

**1642/37 – IB Theatre, Standard Level – year 1 and 2***Elective Course: 2 Credits**Year 1 of this course does not differentiate SL and HL; this choice is made at the end of 11th grade*

The two-year IB Theatre course will study diverse forms of theatre, theoretically, historically, and culturally. Students learn by engaging in theatre practice and performance. The course is split into three pieces of coursework: Directors Notebook, in which students study a play of their own choice from a director's perspective, and theoretically stage two important moments in the play. The notebook is 20 pages in length and consists of visuals and the written word; Research presentation: a 15-minute physical demonstration of a theatrical tradition, different in time and culture than their own and lastly, a Collaborative Project where students produce a devised performance aimed at a specific target audience, which is filmed for 15 minutes. Critical to every IB Theatre student is the importance of working independently and as a member of an ensemble.

**1642/43 – IB Theatre, Higher Level – year 1 and 2***Elective Course: 2 Credits**Year 1 of this course does not differentiate SL and HL; this choice is made at the end of 11th grade*

The two-year IB Theatre course will study diverse forms of theatre, theoretically, historically, and culturally. Students learn by engaging in theatre practice and performance. The course is split into four pieces of coursework: Solo Performance, in which students undertake dramaturgical research into an unfamiliar theatrical practitioner, identify aspect of their theory and create and present a solo performance based on that theory, a written 3000 word piece of research accompanies this; Directors Notebook, in which students study a play of their own choice from a directors perspective, and theoretically stage two important moments in the play. The notebook is 20 pages in length and consists of visuals and the written word; Research Presentation: a 15-minute physical demonstration of a theatrical tradition, different in time and culture than their own and lastly, a Collaborative Project where student produce a devised performance aimed at a specific target audience, which is filmed for 15 minutes. Critical to every IB Theatre student is the importance of working independently and as a member of an ensemble.

# DANCE

## **1660 – Introduction to Dance**

*Elective Course: 1 Credit*

An entry-level course for those who would like to experience artistic forms of dance. The course is a high-energy class with an emphasis on developing body awareness, strength, flexibility, coordination, and musicality as well as an exploration of the choreographic process. The style of the class focuses on Jazz Dance, Modern, Ballet, and Tap techniques. No experience required. This course may be taken to fulfill the Fine Art requirement OR the Physical Education requirement.

## **1661 – Dance II**

*Elective Course: 1 Credit*

***Prerequisite: Introduction to Dance or instructor permission***

The purpose of this course is to provide talented and skilled dancers with the opportunity to further extend the acquisition of knowledge of techniques, choreography, and performance learned in Introduction to Dance. The content will include, but not be limited to; experiences in dance critique and analysis, research on periods and significant figures in dance history, intermediate and advanced dance techniques in a variety of dance forms, and dance choreography and principles for performance. Additionally, students will study the connection between dance and healthy living. This course may be taken to fulfill the Fine Art requirement OR the Physical Education requirement.

## **1662 – Dance III**

*Elective Course: 1 Credit*

***Prerequisite: Dance II or instructor permission***

This course is an intermediate/advanced level artistic dance class. Students will develop a deeper understanding of the skills of technique, strength, flexibility, alignment, endurance, coordination, performance qualities (focus, confidence, artistic intent) and choreography. Students will have the opportunity to explore various genres of movement as well as incorporate the elements of dance (time, space, energy and meaning) to create their own movement vocabulary. This course may be taken to fulfill the Fine Art requirement OR the Physical Education requirement.



**1665/64 – IB Dance, Standard Level – year 1 and 2***Elective Course: 2 Credits**Year 1 of this course does not differentiate SL and HL; this choice is made at the end of 11th grade****Prerequisite: Introduction to Dance or instructor permission***

Dance is a unique medium for learning about self and the world. It is one essential component of artistic, aesthetic and cultural education, and develops creative potential through physical expression. The IB Dance curriculum aims for a holistic approach to dance and embraces a variety of traditions and dance cultures. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with an arts and humanities orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars and/or performers. The course also welcomes those students who seek life enrichment through dance. The course is constructed so that all students are given opportunities to study a variety of world dance traditions through exposure to physical practice and observation as well as written investigation. Examining dance from both familiar and unfamiliar cultures and/or traditions develops comparative thinking skills and deepens understanding of one's own culture(s) as well as those of others. At the end of the IB Dance course, Standard Level (SL) students will submit the following portfolios: Composition and Analysis, which involves choreographing two dance works. Dance Investigation, which is a comparative research project. Performance, which is one or two performed dances.

**1665/66 – IB Dance, Higher Level – year 1 and 2***Elective Course: 2 Credits**Year 1 of this course does not differentiate SL and HL; this choice is made at the end of 11th grade****Prerequisite: Introduction to Dance or instructor permission***

Dance is a unique medium for learning about self and the world. It is one essential component of artistic, aesthetic and cultural education, and develops creative potential through physical expression. The IB Dance curriculum aims for a holistic approach to dance and embraces a variety of traditions and dance cultures. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with an arts and humanities orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars and/or performers. The course also welcomes those students who seek life enrichment through dance. The course is constructed so that all students are given opportunities to study a variety of world dance traditions through exposure to physical practice and observation as well as written investigation. Examining dance from both familiar and unfamiliar cultures and/or traditions develops comparative thinking skills and deepens understanding of one's own culture(s) as well as those of others. At the end of the IB Dance course, Higher Level (HL) students will submit the following portfolios: Composition and Analysis, which involves choreographing three dance works. Dance Investigation, which is a comparative research project. Performance, which is two or three performed dances.

## VISUAL ART

### **1629 – Foundations of Art**

*Elective Course: 1 Credit*

This is a great foundation course for both those students who want introductory art content that is beginner-friendly - and students who already have art experience but want to try a little bit of ‘everything’! Semester 1 is focused on creating two-dimensional art in drawing and painting. Semester 2 will be focused on creating three-dimensional art in fashion, mixed media, and sculpture.

### **1631 – Drawing and Composition**

*Elective Course: 1 Credit*

In this course, students will be asked to examine methodologies of drawing in contexts of fine art and popular culture. Project-based assignments involving research of art history and visual culture as well as art-making practice will require students to develop their abilities relating to creative ideation and processes. Students can expect to use a variety of media including paper, graphite, ink, charcoal, oil pastel, watercolor, and digital imaging software in projects that involve working collaboratively and independently.

### **1628 – Architectural Drawing**

*Elective Course: 1 Credit*

This course is designed for students interested in Architecture, Industrial Design, Product Design, and Engineering. In this course, students will learn the basics of technical drawing, using geometric instruments correctly, and developing the necessary skills to accurately design and understand plans, sketches, diagrams, and any representation of graphic objects. The use and understanding of the traditional methods, alongside software design tools such as Photoshop and Illustrator, will be essential components of their creative process. Students understand the basic visual language that all artists use to communicate and conceptualize ideas. In this course, students will have a chance to develop projects that will strengthen their college admissions portfolio and have many opportunities to build neat craftsmanship skills with an individual aesthetic as designers and creators. A section of the course will also include making 3D models by hand and through the use of software.

### **1645 – Sculpture I**

*Elective Course: 1 Credit*

The primary focus of this course is to introduce students to the basic concepts of sculpture, including the visual vocabulary used in creating and critiquing artwork. Students will explore the elements and principles of 3-D art while creating sculptures using various materials and methods. One full quarter of the semester is devoted to ceramics in which students will mold, fire, and glaze their pieces. Students will learn to create their ceramic pieces using slab, coil, pinch, and wheel methods. In this course, students will also study the historical and cultural aspects of sculpture.

**1646 – Sculpture II***Elective Course: 1 Credit****Prerequisite: Sculpture I and instructor permission***

This course teaches the elements and principles of art in a more involved and in-depth three-dimensional study. There will be several projects that will range from functional items to aesthetic sculptural works. This course includes clay hand building, wheel throwing, the study of form and balance, as well as ceramic art appreciation and terminology. Students will study and experiment with different glazing techniques, as well as a variety of sculptural media. Assignments are teacher-guided but student motivated. Student performance will be evaluated through a portfolio of work as well as a Process Portfolio (sketchbook).

**1647 – Painting I***Elective Course: 1 Credit****Prerequisite: Surface and Space, Foundation of Art, or Drawing and Composition***

In this course, students will be asked to examine both historical and contemporary methodologies related to the medium of painting. Project-based assignments involving research of art history and visual culture as well as art-making practice will require students to develop their creative skill sets. Students will use a variety of materials in this class such as but not limited to acrylic paint, watercolor, gouache, canvas, wooden panel, paper, and collage materials.

**1654 – Painting II***Elective Course: 1 Credit****Prerequisite: Painting I***

In this course, students will be asked to build off of what they learned in Painting 1. They can expect to examine both historical and contemporary methodologies related to the medium of painting. Project-based assignments involving research of art history and visual culture as well as art-making practice will require students to develop their creative skill sets. Students will use a variety of materials in this class such as but not limited to acrylic paint, watercolor, gouache, canvas, wooden panel, paper, and collage materials.

**1655 – Painting III***Elective Course: 1 Credit****Prerequisite: Painting I, Painting II***

In this course, students will be asked to build off of what they learned in Painting 1 and 2. They can expect to examine both historical and contemporary methodologies related to the medium of painting. Project-based assignments involving research of art history and visual culture as well as art-making practice will require students to develop their creative skill sets. Students will use a variety of materials in this class such as but not limited to acrylic paint, watercolor, gouache, canvas, wooden panel, paper, and collage materials.

**1616 – Intro to Graphic Design***Elective Course: 1 Credit*

Graphic design is an art form that is present everywhere. We are exposed to thousands of ads every day, on TV, billboards, radio, on the web. Personal computers have made it possible for anyone to make their own brochures, signs, and other visual communications. However, many people think that designing something involves using a lot of fancy fonts, finding some clip art, and that's it. Good Graphic Design is not decoration, it is problem-solving. Using the elements and principles of design, this course walks students through the design process and gives practice in solving problems in a visual way. Students are introduced to the industry, what designers do, and what graphic design actually is. They will explore a number of advertising strategies, the psychology of design and the proper organization of the design elements to accomplish this task successfully.

**1617 – Introduction to Photography***Elective Course: 1 Credit*

This course is a basic introduction to digital photography. It is designed as a full-year course with no previous photography experience. Students will learn how to see the world through the camera and to develop a language of photography as an image-making medium. They will learn to develop technical proficiency with their camera, learn basic digital manipulation techniques in Photoshop, and become familiar with the printing process to create a portfolio of images. In particular, the course will expose students to the history of photography and as well as the various styles and techniques used in making photographs. The primary goal of this course is to inspire the student to cultivate a deeper appreciation and understanding of photography. Students are expected to have access to a digital SLR camera with manual shutter speed and aperture and a tripod. A Mac laptop is required.

**1648 – Photography II***Elective Course: 1 Credit****Prerequisite: Introduction to Photography***

This course will allow you to expand your photographic competency and aesthetic sensibility while learning techniques to improve your work and build a greater understanding of the advanced functions of the digital camera. The course stresses the development of a cohesive body of work, creative expression through composition with the final goal of a series of project-based photographs. Students are expected to have access to a digital SLR camera with manual shutter speed and aperture.

**1627 – AP 2-D Art and Design***Elective Course: 1 Credits*

The Advanced Placement (AP) 2-D Art and Design course is designed to be equivalent to an introductory college course in 2-D art and design. Students refine and apply 2-D skills to ideas they develop throughout the course. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. Students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

The AP® 2-D Art and Design Portfolio is a college-level assessment administered every year in May upon the completion of an Advanced Placement 2-D Art and Design course. If students score high enough, they can earn college credit.

**1632 – AP Drawing***Elective Course: 1 Credit*

The Advanced Placement (AP) Drawing course is designed to be equivalent to an introductory college course in drawing. Students refine and apply drawing skills to ideas they develop throughout the course. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. Students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

The AP® Drawing Portfolio is a college-level assessment administered every year in May upon the completion of an Advanced Placement Drawing course. If students score high enough, they can earn college credit.

**1634/33 – IB Visual Arts, Standard Level – year 1 and 2***Elective Course: 2 Credits**Year 1 of this course does not differentiate SL and HL; this choice is made at the end of 11th grade****Prerequisite: two previous credits in a visual art course is recommended***

This course encourages an active exploration of visual arts within the student's own and other cultural contexts. The study of visual arts provides the students with the opportunity to develop a critical and personal view of themselves in relation to the world. IB Visual Arts enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. Students are encouraged to pursue quality through training, individual experimentation, creative thinking and problem-solving. The following assessments are completed at the Standard Level: Process Portfolio, 9-18 screens. Exhibition, 4-7 artworks, minimum two media types (2D, 3D, and lens based) with an exhibition text per artwork and a curatorial rationale. Comparative Study, 10-15 slides.

**1634/35 – IB Visual Arts, Higher Level – year 1 and 2***Elective Course: 2 Credits**Year 1 of this course does not differentiate SL and HL; this choice is made at the end of 11th grade****Prerequisite: two previous credits in a visual art course is recommended***

This course encourages an active exploration of visual arts within the student's own and other cultural contexts. The study of visual arts provides the students with the opportunity to develop a critical and personal view of themselves in relation to the world. IB Visual Arts enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. Students are encouraged to pursue quality through training, individual experimentation, creative thinking and problem-solving. The following assessments are completed at the Higher Level: Process Portfolio, 13-25 screens. Exhibition, 8-11 artworks, minimum three media types (2D, 3D, and lens based) with an exhibition text per artwork and a curatorial rationale. Comparative Study, 10-15 slides, plus 3-5 slides which analyze the extent to which their work has been influenced by the art and artists examined.



## MEDIA

### **1609 – Yearbook**

*Elective Course: 1 Credit (per year)*

**Prerequisite: Application and instructor permission**

This course is an introduction to the principles of yearbook journalism. The course culminates in the production of the annual Village School Viking Yearbook. This course engages students in the basics of yearbook production including graphic design, copywriting and editing, photo composition, interviewing techniques, and organizational and management skills. Starting in the school year 2025-2026, students must successfully complete Introduction to Journalism to advance to this course.

### **1618 – Photojournalism**

*Elective Course: 0.5 Credit (per semester)*

**Prerequisite: Application and instructor permission**

In this entry-level photojournalism course, students will concentrate on building the fundamental skills needed to produce images for publication in today's media. It is designed to introduce students to the basic principles of photography and to provide them with opportunities to apply those skills to the more specific practice of journalistic photography. In this course, we will concentrate on using our cameras (both digital and phone) to make compelling images while reporting on the world around us. Coursework submitted for this class will be used in our school's yearbook and newspaper. Students interested in being a staff photographer for either publication should sign up for this class, not the publication classes.

### **1640 – Film Production**

*Elective Course: 1 Credit (per year)*

In this course, students will produce and learn about a variety of narrative broadcast forms. Project-based assignments involving research of film, commercial video, journalistic video, podcasts, and visual culture as well as the production of content will require students to develop their abilities relating to film production and broadcast. Students can expect to use tools such as but not limited to audio recording equipment, digital video cameras, tripods, teleprompters, and video editing software such as iMovie and Adobe Premiere.

### **1678/79 – IB Film, Standard Level – year 1 and 2**

*Elective Course: 2 Credits (online)*

Film is both a powerful communication medium and an art form. The two-year Film course aims to develop students' skills, so they become adept both in interpreting others' work and in creating their own films. Through the study and analysis of film texts and exercises in filmmaking, this course explores film theory and history. The course will develop students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. Students are encouraged to develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. The IB film course emphasizes the importance of working individually and as a member of a group. At the core of IB film is a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis achieved through practical engagement in the art and craft of film.

Course descriptions taken from: [www.pamojaeducation.com/IB-online-courses](http://www.pamojaeducation.com/IB-online-courses) "Our Courses." Our Courses. N.p., n.d. Web. 20 Jan. 2015



**THE VILLAGE SCHOOL**  
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**VILLAGE VIKINGS**

**VILLAGE VIKINGS**

# PHYSICAL EDUCATION

A minimum of one credit in Athletics or PE (satisfactory participation in one competitive team sports season is the equivalent of  $\frac{1}{2}$  credit) is required for graduation.

## **1700 – Physical Education**

*Elective Course: 1 Credit*

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program aligned with the National Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students developing a personalized fitness program for a healthy lifestyle. Units of instruction include Physical education with personal fitness emphasis, fitness concepts and techniques, cardiorespiratory endurance training, individual activities, weightlifting, and team sports.

Please see the course descriptions for the following courses, which can also fulfill the Physical Education Requirement:

- 1660 – Introduction to Dance
- 1661 – Dance II
- 1662 – Dance III
- 1663 – Dance IV
- 1665/64/66 – IB Dance, Standard/Higher Level

## **1702 – Physical Education Off-Campus**

*Elective Course: 1 Credit*

The Off-Campus PE Program allows students in 9th through 12th grades to earn credits that meet the Village High School physical education requirements. Students are responsible for finding their own off-campus program, filing all approved paperwork and documenting their journey through their training. Students will be expected to show accountability of skill development along with learned physical activity. The Village High School will award physical education credit for students participating in appropriate privately or commercially sponsored physical activity programs if these guidelines are met. The purpose of the program is to accommodate students who wish to participate in special and/or accelerated physical education activities that go above and beyond those normally scheduled. Participation hours must occur during the school week and equal at least four hours per week. A schedule of practices/ games must be presented prior to approval.



# THE VILLAGE SCHOOL

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