2018-2019

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<td>Foundations of Personal Fitness</td>
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<tr>
<td><strong>Area 7: College Readiness, Government, Economics, TOK</strong></td>
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<td>College Readiness</td>
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<tr>
<td>IB DP Theory of Knowledge Semester 1</td>
<td>50</td>
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<td>Theory of Knowledge Semester 1</td>
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<td>United States Government</td>
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<td>Theory of Knowledge Semester 2</td>
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<td><strong>Group 8: Design and Electives</strong></td>
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<td>Design 7</td>
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<td>Design 8</td>
<td>53</td>
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<td>Design: Computer Science I</td>
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<td>Design: Computer Science II</td>
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<td>Design Technology I</td>
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<td>Design Technology II</td>
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<td>Personal Financial Literacy</td>
<td>55</td>
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<td>Physics</td>
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<td>Study Hall</td>
<td>55</td>
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**International Baccalaureate Middle Years Program Courses**

In May 2017, Meridian School received authorization from the International Baccalaureate (IB) as an IB World School offering the Middle Years Program (MYP). In the MYP, students take courses in eight different subject groups: Group 1--Language and Literature, Group 2--Language Acquisition, Group 3--Individuals and Societies, Group 4--Sciences, Group 5--Mathematics, Group 6--Arts, Group 7--Physical and Health Education, Group 8--Design. Students take courses in all eight groups from 6th through 8th grades. Group 1 through 6 courses are continued in 9th and 10th grades. Group 7 (PE) is continued in 9th grade, and in 10th grade all students take a special Meridian College Readiness course. Students have the option of continuing to take Group 8 (Design) courses in 9th and 10th grade, or they may take another elective course or a study hall.
For more information on MYP courses at Meridian, please see the Course Planning Charts below, as well as the course descriptions later in this Course Guide. For more information on MYP curriculum, please see the Meridian Academic Program of Study.

International Baccalaureate Diploma Program Courses

In March 2014, Meridian School received authorization from the International Baccalaureate (IB) to offer the Diploma Program curriculum (DP). This enables students to pursue the IB Diploma in addition to a Meridian School Diploma. In order to receive the IB Diploma, students must complete a two year course in each of six different subject groups. In addition they must take a Theory of Knowledge (TOK) course both the junior and senior years, complete the Creativity, Action, and Service (CAS) program, and an Extended Essay (EE). Whether or not students are awarded the IB Diploma is based upon satisfactory completion of the above elements, as well as receiving an average passing score of 4 out of a possible 7 points on exams in their six IBDP subject group courses that are completed in May of the senior year.

Students at Meridian School are not required to pursue the IB Diploma. All students will complete CAS and an Extended Essay, but if they are not pursuing the IB Diploma these results will not be sent to IB. Subject group courses will cover IB curriculum elements, but students who choose to take these courses at the IB level will be graded more rigorously and the courses will be listed as “IB” courses on these students’ transcripts. College admissions officers look more favorably upon courses that are taken at the “IB” level, and especially like it when it is indicated that a student is pursuing the IB Diploma. For this reason, and especially the educational benefits that accompany the IB Diploma, all Meridian students are encouraged to pursue the IB Diploma.

Fees for IB Diploma Coursework

The International Baccalaureate charges fees for IB exams, and Meridian students taking courses at the “IB” level will need to pay the costs of these exam fees. There is a one-time candidate fee, plus a fee for each of the six subject courses in which an exam is taken. For the Meridian graduating class of 2019, the fee for all of the coursework involved in pursuing the IB Diploma is $925 (approximately $155 per IB course exam). IB fees tend to increase somewhat each year. For the Meridian graduating class of 2020, the fee will be $935.

Below is a summary of fees and deadlines. As an alternative to the installment plan, payment may be made in full at any point.

<table>
<thead>
<tr>
<th>Class of 2019</th>
<th>Class of 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due Date</td>
<td>Installment</td>
</tr>
<tr>
<td>1-Feb-2018</td>
<td>$185</td>
</tr>
</tbody>
</table>
Students not pursuing the full IB Diploma will be charged only the IB candidate fee and exam fees for the individual IB exams they are taking. Payment can be made in full, or following the same payment schedule as IB Diploma candidates.

Financial hardship should not stand in the way of a student being able to pursue the IB Diploma or IB exams in individual courses. If a family is unable to pay IB exam fees due to financial hardship, they should contact the Meridian School business office to pursue a scholarship.

More Information on DP Courses

For more information on DP courses at Meridian, please see the Course Planning Charts below, as well as the course descriptions later in this Course Guide. For more information on DP curriculum, please see the Meridian Academic Program of Study.

<table>
<thead>
<tr>
<th>Date</th>
<th>Fee</th>
<th>Date</th>
<th>Fee</th>
</tr>
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<tr>
<td>1-May-2018</td>
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<td>$185</td>
<td>1-Nov-2019</td>
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</tr>
<tr>
<td>Total</td>
<td>$925</td>
<td>Total</td>
<td>$935</td>
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Course Planning Charts

Basic Course of Study at Meridian

The basic course of study for Meridian students in 6th through 12th grades is shown below. More detail on the various options available in each of the subject groups can be found on the separate Course Planning Chart for that group, appearing later in this section.

Notes that students take MYP courses in 6th through 10th grades, and Diploma Program courses in 11th and 12th. Most Meridian School students pursue the full IB Diploma Program in 11th and 12th grade. With approval from a placement committee, however, individual students who are not pursuing the IB Diploma may be placed in the closest equivalent alternate level course in the same subject. Meridian refers to these as “co-seated” courses, and they are shown on the more detailed Course Planning Chart for that subject group.

<table>
<thead>
<tr>
<th>Subject Group</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td>1</td>
<td>Language Arts 6</td>
<td>Language Arts 7</td>
<td>Language Arts 8</td>
<td>English 1</td>
<td>English 2</td>
<td>IB DP English Year 1</td>
<td>IB DP English Year 2</td>
</tr>
<tr>
<td>2</td>
<td>French or Spanish 1a</td>
<td>French or Spanish 1b</td>
<td>French or Spanish 2a</td>
<td>French or Spanish 3</td>
<td>IB DP French or Spanish Year 1</td>
<td>IB DP French or Spanish Year 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>World Cultures</td>
<td>Texas History</td>
<td>US History to 1877</td>
<td>World Geography</td>
<td>World History</td>
<td>IB DP History of the Americas Year 1</td>
<td>IB DP History of the Americas Year 2</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(United States History from 1877)</td>
<td>(20th Century Topics)</td>
</tr>
<tr>
<td>4</td>
<td>Science 6</td>
<td>Science 7</td>
<td>Science 8</td>
<td>Biology</td>
<td>Chemistry</td>
<td>IB DP Sciences (4 options) Year 1</td>
<td>IB DP Sciences (4 options) Year 2</td>
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<tr>
<td>5</td>
<td>Math 6</td>
<td>Pre-Algebra</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>IB DP Mathematics (3 options) Year 1</td>
<td>IB DP Mathematics (3 options) Year 2</td>
</tr>
<tr>
<td>6</td>
<td>Music 6</td>
<td>Theater 7</td>
<td>Art 8</td>
<td>Fine Arts (3 options)</td>
<td>Fine Arts (3 options)</td>
<td>IB DP Arts (2 options) -or-</td>
<td>IB DP Arts (2 options) -or-</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>additional course from groups 2 or 4</td>
<td>additional course from groups 2 or 4</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>(options include DP Design)</td>
<td>(options include DP Design)</td>
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<tr>
<td>7</td>
<td>Physical Education 6</td>
<td>Physical Education 7</td>
<td>Physical Education 8</td>
<td>Foundations of Personal</td>
<td>College Readiness</td>
<td>Fall: US Government</td>
<td>Fall: IB Theory of Knowledge (TOK)</td>
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<td></td>
<td></td>
<td></td>
<td>and Health</td>
<td>Fitness</td>
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<td>Spring: Economics</td>
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<td>8</td>
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<td>Design 7</td>
<td>Design 8</td>
<td>Design Tech I, electives,</td>
<td>Electives or study hall</td>
<td>Electives or study hall</td>
<td>Electives or study hall</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>or study hall</td>
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<td>Study Hall</td>
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</table>
Group 1: Language and Literature

<table>
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<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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</thead>
<tbody>
<tr>
<td>Language Arts-6</td>
<td>Language Arts-7</td>
<td>Language Arts-8</td>
<td>English I</td>
<td>English II</td>
<td>DP English Lang. &amp; Lit. HL1</td>
<td>DP English Lang. &amp; Lit. HL2</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Note: It is recommended that Meridian IB Diploma candidates take English at Higher Level. English Standard Level (SL) is an option only if recommended by the IB English teacher and the student is strong in three other HL courses. A student taking English SL would complete the same coursework as English HL students, but would take a somewhat less rigorous IB exam.

Group 2: Language Acquisition

In fall 2016, sixth graders at Meridian began taking French or Spanish 1a. Prior to this, French or Spanish 1a began in 7th grade. Meanwhile, students transferring to Meridian might begin studying the language later. The Course Planning Chart below shows several of these possible language tracks.

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>French or Spanish 1a</td>
<td>French or Spanish 1b</td>
<td>French or Spanish 2a</td>
<td>French or Spanish 2b</td>
<td>French or Spanish 3</td>
<td>DP French or Spanish HL or SL Year 1 (or co-seat F/S IV)</td>
<td>DP French or Spanish HL or SL Year 2 (or co-seat F/S V)</td>
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<tr>
<td>N/A</td>
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<td>French or Spanish 2</td>
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<td>French or Spanish 1</td>
<td>French or Spanish 2</td>
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<td>DP French or Spanish SL Year 2</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>French or Spanish 1</td>
<td>French or Spanish 2</td>
<td>French III (co-seat option)</td>
<td>French IV (co-seat option)</td>
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<tr>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>French or Spanish ab initio Y1 (F/S 2)</td>
<td>IB DP French or Spanish ab initio Y2 (F/S 3)</td>
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<tr>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>DP French or Spanish ab initio Y1 (F/S 1)</td>
<td>IB DP French or Spanish ab initio Y2 (F/S 2)</td>
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</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>French 1</td>
<td>French 2</td>
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</table>

Note: Foreign language ab initio is available for students who have taken no French or Spanish or only an introductory year prior to the junior year.
Group 3: Individuals and Societies

<table>
<thead>
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<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Cultures 6</td>
<td>Texas History 7</td>
<td>US History 8 (to 1877)</td>
<td>World Geography</td>
<td>World History</td>
<td>DP History HL Year 1: Americas</td>
<td>DP History HL Year 2: Americas &amp; 20th c World Topics</td>
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<tr>
<td>US History from 1877 (co-seat)</td>
<td>20th Century Topics (co-seat)</td>
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</table>

Note: It is recommended that Meridian IB Diploma candidates take History at Higher Level. History Standard Level (SL) is an option only if recommended by the IB History teacher and the student is strong in three other HL courses. A student taking History SL would complete the same coursework as History HL students, but would take a somewhat less rigorous IB exam.

Group 4: Sciences

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
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<tbody>
<tr>
<td>Science 6</td>
<td>Science 7</td>
<td>Science 8</td>
<td>Biology</td>
<td>Chemistry</td>
<td>DP or co-seat</td>
<td>DP or co-seat</td>
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</table>

CORE SCIENCE CURRICULUM

Note: All Meridian students must take the core science curriculum shown above, in addition to any IB Diploma science coursework they undergo.

<table>
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<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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</thead>
<tbody>
<tr>
<td>Biology 6</td>
<td>Science 7</td>
<td>Science 8</td>
<td>Biology</td>
<td>Chemistry</td>
<td>DP or co-seat</td>
<td>DP or co-seat</td>
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</table>

BIOLOGY

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<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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</thead>
<tbody>
<tr>
<td>DP Biology HL/SL Year 1</td>
<td>DP Biology HL/SL Year 2</td>
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<tr>
<td>Biology 2 (co-seat)</td>
<td>Biology 3 (co-seat)</td>
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CHEMISTRY

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<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>DP Chemistry HL/SL Year 1</td>
<td>DP Chemistry HL/SL Year 2</td>
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<tr>
<td>Chemistry 2 (co-seat)</td>
<td>Chemistry 3 (co-seat)</td>
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ENVIRONMENTAL SYSTEMS & SOCIETIES

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<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>DP Env. Sys. &amp; Soc. SL Year 1</td>
<td>DP Env. Sys. &amp; Soc. SL Year 2</td>
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<td>Environmental Science (co-seat)</td>
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Note: Environmental Systems and Societies is only offered at Standard Level (SL)

PHYSICS

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<thead>
<tr>
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<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
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<th>12th Grade</th>
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<tbody>
<tr>
<td>Core</td>
<td>DP Physics SL Y1</td>
<td>DP Physics SL Y2</td>
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<tr>
<td>Core</td>
<td>DP Physics SL Y2</td>
<td>DP Physics HL Y2</td>
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</tr>
<tr>
<td>Chem + Physics 1</td>
<td>DP Physics HL Y2</td>
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</table>

Note: Sophomores taking Physics 1 may take the SL exam as a junior, or continue in HL Physics and take the exam as a senior (but HL Physics is not an option for seniors in 2018-19). As with all DP courses, only the junior and senior year count as DP courses in weighted GPA.
Group 5: Mathematics

Meridian offers three levels of Diploma Program math courses. Math Studies Standard Level (SL) is challenging, like all IB DP courses, but is designed for students who are unlikely to pursue a career in mathematics or the experimental sciences. It emphasizes the application of mathematics in everyday situations. The next level course, DP Mathematics Standard Level (SL), prepares students for a university course of study that requires a more in-depth foundation in mathematics, including experimental sciences such as chemistry, social sciences such as economics and psychology, and courses in finance and business administration. The most challenging math course at Meridian is DP Mathematics Higher Level (HL). Often DP Mathematics HL students specialize in math at the university level, either as their major or as a component of areas of study such as physics, engineering, or technology.

For more information on the specifics of each of these courses, please see the Course Descriptions section.

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 6</td>
<td>Pre-Algebra</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>DP Math Studies SL Year 1</td>
<td>DP Math Studies SL Year 2</td>
</tr>
<tr>
<td>Pre-Algebra</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
<td>DP Mathematics SL Year 1</td>
<td>DP Mathematics SL Year 2</td>
</tr>
</tbody>
</table>

Group 6: Arts (and DP Electives)

Diploma Program students have the option of either taking a course in the Arts, or they may instead take a second course from group 2 or 4.

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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</thead>
<tbody>
<tr>
<td>Music 6</td>
<td>Theater 7</td>
<td>Art 8</td>
<td>Band I / Music I</td>
<td>Band II / Music II</td>
<td>DP Music HL/SL Year 1</td>
<td>DP Music HL/SL Year 1</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Theater I</td>
<td>Theater II</td>
<td>DP Theater Year 1 (co-seat Theater III)</td>
<td>DP Theater Year 2 (co-seat Theater IV)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Visual Art I</td>
<td>Visual Art II</td>
<td>DP Visual Art Year 1 (co-seat Vis. Art III)</td>
<td>DP Visual Art Year 2 (co-seat Vis. Art IV)</td>
</tr>
</tbody>
</table>

Note: Band II / Music II and DP Music will not be offered in 2018-19, but are anticipated to be offered in the future.
Group 7: Physical and Health Education

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
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<th>12th Grade</th>
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</thead>
<tbody>
<tr>
<td>PE 6</td>
<td>PE 7</td>
<td>PE 8 &amp; Health</td>
<td>Foundations of Physical Fitness</td>
<td>College Readiness</td>
<td>US Government / Theory of Knowledge A</td>
<td>Theory of Knowledge B / Economics</td>
</tr>
</tbody>
</table>

Note: College Readiness, US Government, Economics, and Theory of Knowledge are not in the Physical and Health Education subject group, but Meridian students take these courses instead of PE in 10th, 11th, and 12th grades.

Group 8: Design

Students take MYP Design from 6th through 8th grades.

In 9th and 10th grade they may continue in Design, either taking Design Technology or Computer Science. Student also might choose another elective, such as Physics, another fine art or a second foreign language, or they may choose a study hall.
Course Descriptions

Explanation of Terminology

*Weighted GPA:* IB Diploma Program courses receive a weighted GPA. This means that when a high school students’ weighted Grade Point Average is calculated, IB DP courses receive one more Grade Point than non-IB DP courses do. For example, if a student earned a grade of 100 in English III, this is 4.0 Grade Points. If a student receives a grade of 100 in IB English Literature, this is 5.0 Grade Points. This is to account for the fact that IB DP courses are graded more rigorously than non-IB DP courses are.

*Grade Level:* The grade in which students typically take this course at Meridian School.

*Prerequisite:* Courses for which a student must have received credit prior to taking this course.

*Semesters:* The number of semesters that must be taken to receive full course credit.

*Credit:* The number of credits received for taking the course. A year-long high school course is one credit.
Group 1: Language and Literature

English Language Arts 6

Grade Level: 6
Prerequisite: None
Credit: 0

The aim of this course is to introduce students to the MYP framework in regards to Language and Literature. This course will center on encouraging and enabling students to develop creative and personal approaches to studying and analyzing literary and non-literary texts. Reading, writing, speaking, listening, presenting, and viewing are the cornerstones of the Language and Literature curriculum. Students will begin to develop an appreciation of the beauty and power of language by exploring a variety of media and modes. Through the use of fiction, nonfiction, poetry, and drama, students will explore texts from a variety of cultures and genres, applying linguistic and literary concepts and skills in a variety of authentic contexts. The academically challenging MYP Language and Literature course also informs students with analytical and communication skills that can be used in an interdisciplinary manner across all other subject groups. Students will begin to develop the ability to analyze their own work as well as the work of others and are encouraged to think critically about the effects of the creator's choices on the audience. In addition, students will use oral and written language, and media and technology for expressive, informational, argumentative, critical and literary purposes.

English Language Arts 7

Grade Level: 7
Prerequisite: 6
Credit: 0

The aim of this course is to encourage and enable students to develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts. Reading, writing, speaking, listening, presenting, and viewing are the cornerstones of the Language and Literature curriculum. Through the use of fiction, nonfiction, poetry, and drama, students will be engaged with and explore text from different historical periods and a variety of cultures, applying linguistic and literary concepts and skills in a variety of authentic contexts. The academically rigorous MYP Language and Literature course also equips students with analytical and communication skills that can be used in an interdisciplinary manner across all other subject groups. Students will continue to develop the ability to analyze constructively their own work as well as the work of others and are encouraged to think critically about context and the effects of the creator's choices on the
audience. In addition, students will use oral and written language, and media and technology for expressive, informational, argumentative, critical and literary purposes.

English Language Arts 8
Grade Level: 8
Semesters: 2
Prerequisite: 7
Credit: 0

The aim of this course is to continue the development of critical, creative and personal approaches to studying and analyzing literary and non-literary texts. Reading, writing, speaking, listening, presenting, and viewing are the cornerstones of the Language and Literature curriculum. Because the power of language is best experienced through quality literature and authentic informational text, students will develop an appreciation of the beauty and power of language by exploring a variety of media and modes. Literature becomes a path to talking about topics of personal, national, and global importance. Through the use of fiction, nonfiction, poetry, and drama, students will be engaged with and explore text from different historical periods and a variety of cultures, applying linguistic and literary concepts and skills in a variety of authentic contexts. The academically rigorous MYP Language and Literature course also equips students with analytical and communication skills that can be used in an interdisciplinary manner across all other subject groups. Students will continue to develop the ability to analyze constructively their own work as well as the work of others and are encouraged to think critically about context and the effects of the creator’s choices on the audience. In addition, students will use oral and written language, and media and technology for expressive, informational, argumentative, critical and literary purposes.

English I, MYP Language and Literature
Grade Level: 9
Semesters: 2
Prerequisite: 8th Grade Language Arts
Credit: 1

Students will develop: a personal appreciation of language and literature, skills in literary criticism using a range of texts from different periods, styles and genres an understanding of the formal, stylistic and aesthetic qualities of texts, strong powers of expression, both written and oral, an appreciation of cultural differences in perspective, an understanding of how language challenges and sustains ways of thinking. Through studies in language and literature, the English 1 MYP aims to develop a student’s lifelong interest in language and literature, and a love for the elegance and richness of human expression. The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.
English II, MYP Language and Literature

* Grade Level: 10  
* Semesters: 2  
* Prerequisite: English I  
* Credit: 1

Similar to English 1, students will continue to develop: a personal appreciation of language and literature, skills in literary criticism using a range of texts from different periods, styles and genres an understanding of the formal, stylistic and aesthetic qualities of texts, strong powers of expression, both written and oral, an appreciation of cultural differences in perspective, an understanding of how language challenges and sustains ways of thinking. Through studies in language and literature, the English 2 MYP aims to develop a student's lifelong interest in language and literature, and a love for the elegance and richness of human expression. The course is organized into four parts, each focussed on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

IB DP English A: Language and Literature Year 1

* IBDP Course Weight in GPA *

* Grade Level: 11  
* Semesters: 2  
* Prerequisite: English I and English II  
* Credit: 1

Language A: language and literature includes four parts to the two year course: two parts relate to the study of language and two parts to the study of literature. Year One is focused heavily on nonfiction texts while Year Two is focused more on literature. Over the course of two years, students will analyze both literary and non-literary texts and develop their understanding of how language, culture, and context determine how meaning is constructed. Students will develop their powers of expression, both in oral and written communication as well as will learn to appreciate the formal, stylistic, and aesthetic qualities of texts. Students will also analyze how persuasive language is used in a variety of media such as political speeches, articles, websites, news coverage, advertising, blogs, etc. By examining the role of mass media and how language and images are used, students will be better equipped to understand the purpose, audience, form, and context of the world around them. Students hone their critical listening and speaking skills as they participate in discussions, provide oral commentaries, and present oral projects. Besides in-class assessments, students work on IB Internal and External Assessments, and will complete two IB exams in English Language and Literature in May of the senior year.

English III

* Grade Level: 11  
* Semesters: 2  
* Prerequisite: English I and English II  
* Credit: 1
This course is taught concurrently with the IB English Literature and Language course and has a similar curriculum. Language A: language and literature includes four parts to the two year course: two parts relate to the study of language and two parts to the study of literature. Year One is focused heavily on nonfiction texts while Year Two is focused more on literature. Over the course of two years, students will analyze both literary and non-literary texts and develop their understanding of how language, culture, and context determine how meaning is constructed. Students will develop their powers of expression, both in oral and written communication as well as will learn to appreciate the formal, stylistic, and aesthetic qualities of texts. Students will also analyze how persuasive language is used in a variety of media such as political speeches, articles, websites, news coverage, advertising, blogs, etc. By examining the role of mass media and how language and images are used, students will be better equipped to understand the purpose, audience, form, and context of the world around them. Students hone their critical listening and speaking skills as they participate in discussions, provide oral commentaries, and present oral projects. Students in English III will not sit for the IB exam.

IB DP English A: Literature Year 2
* IBDP Course Weight in GPA *

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>12</th>
<th>Semesters: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>English I, English II, IB DP Literature Y1</td>
<td>Credit: 1</td>
</tr>
</tbody>
</table>

This is the second year of a two-year English IB HL Course designed for students in IB Diploma Program. This course is designed to facilitate holistic learning and international mindedness through the study of world literature and the literature that originates in all the continents across genres and time periods. Emphasis is placed upon critically appreciating literature as an art expressing human ingenuity. Students broaden and deepen their appreciation of literary themes and techniques through studying works from a wide variety of world regions, such as the Americas, Europe, and Africa. They develop an appreciation of their culture and a deeper understanding of the culture of the work studied. Students work toward enhancing their critical appreciation and analytical writing skills to better understand and articulate how authors create their effects. Students write literary essays which express understanding of themes important to a single work and the similarities and differences between literary works from different periods and/or cultures. Students hone their critical listening and speaking skills as they participate in discussions, provide oral commentaries, and present oral projects. Besides in-class assessments, students work on IB Internal Assessments, and will complete the External Assessments of the IB exam in English Literature in May of the senior year.

English IV

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>12</th>
<th>Semesters: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>English I, English II, English III</td>
<td>Credit: 1</td>
</tr>
</tbody>
</table>

This course is taught concurrently with the IB English Literature course and has a similar curriculum. Students will be challenged to think critically and express their analysis both orally and in writing, but assessment will be less rigorous than in IB English Literature.
The course is designed to facilitate holistic learning and international mindedness through the study of world literature and the literature that originates in all the continents across genres and time periods. Emphasis is placed upon critically appreciating literature as an art expressing human ingenuity. Students broaden and deepen their appreciation of literary themes and techniques through studying works from a wide variety of world regions, such as the Americas, Europe, and Africa. They develop an appreciation of their culture and a deeper understanding of the culture of the work studied. Students work toward enhancing their critical appreciation and analytical writing skills to better understand and articulate how authors create their effects. Students write literary essays which express understanding of themes important to a single work and the similarities and differences between literary works from different periods and/or cultures. Students hone their critical listening and speaking skills as they participate in discussions, provide oral commentaries, and present oral projects. Students in English IV will not sit for the IB exam.
Group 2: Language Acquisition

French 1a
Grade Level: 6  Semesters: 2
Prerequisite: None  Credit: 0.5
This middle school course counts for one half high school credit, the first half of French 1. In French 1A, students engage in the three areas of communication (oral, visual and written) through a range of activities. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, students build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, students engage in basic communication with learned phrases, simple questions and answers, descriptions of people and things and narration in the present tense. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

Spanish 1a
Grade Level: 6  Semesters: 2
Prerequisite: None  Credit: 0.5
This middle school course counts for one half high school credit, the first half of Spanish 1. In Spanish 1A, students engage in the three areas of communication (oral, visual and written) through a range of activities. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore the different Spanish-speaking countries and distinctive hispanic cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, students build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, students engage in basic communication with learned phrases, simple questions and answers, descriptions of people and things and narration in the present tense. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

French 1b
Grade Level: 7  Semesters: 2
Prerequisite: French 1a  Credit: 0.5
This middle school course counts for one half high school credit, the second half of French 1. French 1B is the second half of a two-year program in which students engage in the three areas of communication (oral, visual and written) through a range of activities. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, students build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, students engage in basic communication with learned phrases, simple question and answering, simple descriptions of people and things, simple narration in the present, past and future tense, and simple explanations. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

Spanish 1b

*Grade Level:* 7  
*Semesters:* 2  
*Prerequisite:* Spanish 1a  
*Credit:* 0.5

This middle school course counts for one half high school credit, the second half of Spanish 1. Spanish 1B is the second half of a two-year program in which students engage in the three areas of communication (oral, visual and written) through a range of activities. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore the distinctive Spanish-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, students build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, students engage in basic communication with learned phrases, simple question and answering, simple descriptions of people and things, simple narration in the present, past and future tense, and simple explanations. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

French 2a

*Grade Level:* 8  
*Semesters:* 2  
*Prerequisite:* French 1  
*Credit:* 0.5

This middle school course counts for one half high school credit, the first half of French 2. French 2A is a one-year course in which students engage in the three areas of communication (oral, visual and written) while enhancing their knowledge of the Francophone world in comparison to their own culture. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, students build upon their
knowledge of other disciplines and develop insight into their own language. Higher level oral and written communication skills are emphasized through simulations of real-life situations and creative problem solving. Linguistically, students are introduced to creative communication, asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present tense, past (passé composé vs. imparfait), and future; and expression of personal wishes and needs. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

Spanish 2a

Grade Level: 8
Prerequisite: Spanish 1
Credit: 0.5
Semesters: 2

This middle school course counts for one half high school credit, the first half of Spanish 2. Spanish 2A is a one-year course in which students engage in the three areas of communication (oral, visual and written) while enhancing their knowledge of the Spanish-speaking world in comparison to their own culture. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore the distinctive Spanish-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, students build upon their knowledge of other disciplines and develop insight into their own language. Higher level oral and written communication skills are emphasized through simulations of real-life situations and creative problem solving. Linguistically, students are introduced to creative communication, asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present tense and the past tenses (pretérito vs. imperfecto). Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

French 2b

Grade Level: 9
Prerequisite: French 2a
Credit: 0.5
Semesters: 2

French 2b will not be offered until the 2019-2020 school year.

This high school course counts for one half credit, the second half of French 2. French 2B is a one-year course in which students engage in the three areas of communication (oral, visual and written) while enhancing their knowledge of the Francophone world in comparison to their own culture. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, students continue to build upon their knowledge of other disciplines and develop insight into their own language. Higher level oral and written communication skills are emphasized through
simulations of real-life situations and creative problem solving. Linguistically, students continue their study in creative communication, asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present tense, past (passé composé vs. imparfait), and future; and expression of personal wishes and needs. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

**Spanish 2b**

*Grade Level:* 9  
*Prerequisite:* Spanish 2a  
*Semesters:* 2  
*Credit:* 0.5

Spanish 2b will not be offered until the 2019-2020 school year.

This high school course counts for one half credit, the second half of Spanish 2. Spanish 2A is a one-year course in which students engage in the three areas of communication (oral, visual and written) while enhancing their knowledge of the Spanish speaking world in comparison to their own culture. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore the Spanish speaking world and the distinctive Spanish-speaking cultures to build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, students build upon their knowledge of other disciplines and develop insight into their own language. Students are introduced to a higher level oral and written communication skills are emphasized through simulations of real-life situations and creative problem solving. Linguistically, students are introduced to creative communication, asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present tense, past tenses (preterite vs. imperfect), and future; and expression of personal wishes and needs. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

**French 1**

*Grade Level:* 9-10  
*Prerequisite:* French 2a  
*Semesters:* 2  
*Credit:* 1

In French 1, students engage in the three areas of communication (oral, visual and written) through a range of activities. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and understanding of French, students build on their knowledge of other disciplines and develop insight into their own language. Linguistically, students engage in basic communication with learned phrases, simple question and answering, simple descriptions of people and things, simple narration in the present, past and future tense and simple explanations. Emphasis is placed on language as
a communication tool that can empower students to discover different communities, culture, environments and ideas.

Spanish 1
Grade Level: 9-10
Semesters: 2
Prerequisite: Spanish 2a
Credit: 1
In Spanish 1, students engage in the three areas of communication (oral, visual, and written) through a range of activities. The teacher concentrates on each of the macro-skills of language - listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore Spanish speaking countries and the distinctive Spanish-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, students build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, students engage in basic communication with learned phrases, simple question and answering, simple descriptions of people and things, simple narration in the present, past and future tense, and simple explanations. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture and environments and ideas.

French 2
Grade Level: 9
Semesters: 2
Prerequisite: French 1 (or 1a and 1b)
Credit: 0.5
In French 2 students engage in the three areas of communication (oral, visual and written) while enhancing their knowledge of the Francophone world in comparison to their own culture. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, students continue to build upon their knowledge of other disciplines and develop insight into their own language. Higher level oral and written communication skills are emphasized through simulations of real-life situations and creative problem solving. Linguistically, students are introduced to creative communication, asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present tense, past (passé composé vs. imparfait), and future; and expression of personal wishes and needs. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

Spanish 2
Grade Level: 9
Semesters: 2
Prerequisite: Spanish 1 (or 1a and 1b)
Credit: 0.5
In Spanish 2 students engage in the three areas of communication (oral, visual and written) while enhancing their knowledge of the Francophone world in comparison to their own culture. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore France and the distinctive Spanish-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, students continue to build upon their knowledge of other disciplines and develop insight into their own language. Higher level oral and written communication skills are emphasized through simulations of real-life situations and creative problem solving. Linguistically, students are introduced to creative communication, asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present tense, past (pretérito vs. imperfecto), and future; and expression of personal wishes and needs. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

French 3
Grade Level: 10  
Semesters: 2  
Prerequisite: French 2  
Credit: 1
In this course, students will refine the four macro-skills of language (speaking, writing, listening and reading). Emphasis will be placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas. Through the study and use of French, they will build upon their knowledge of other disciplines and develop insight into their own language. Authentic materials will be used to enhance the students’ knowledge of the Francophone world. Each unit will be organized under key and related concepts, and be presented in a global context. The units will include a study of key words related to the theme of the unit. Students will engage in extended conversations and compositions using complex sentences and appropriate pronouns; more complex comparisons of people, things, and actions; extended narration of past, present, future and conditional events; as well as the expression of emotions, wishes and hypotheses. Students will participate in activities designed to develop their approaches to learning skills. In addition, they will have opportunities to reflect on IB learner profile traits related to each unit.

Spanish 3
Grade Level: 10  
Semesters: 2  
Prerequisite: Spanish 2  
Credit: 1
In this course, students will refine the four macro-skills of language (speaking, writing, listening and reading). Emphasis will be placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas. Through the study and use of Spanish, they will build upon their knowledge of other disciplines and develop insight into their own language. Authentic materials will be used to
enhance the students’ knowledge of the Spanish-speaking world. Each unit will be
organized under key and related concepts, and be presented in a global context. The units
will include a study of key words related to the theme of the unit. Students will engage in
extended conversations and compositions using complex sentences and appropriate
pronouns; more complex comparisons of people, things, and actions; extended narration of
past, present, future and conditional events; as well as the expression of emotions, wishes
and hypotheses. Students will participate in activities designed to develop their approaches
to learning skills. In addition, they will have opportunities to reflect on IB learner profile
traits related to each unit.

IB DP French or Spanish B ab initio Year 1
* IBDP Course Weight in GPA *

<table>
<thead>
<tr>
<th>Grade Level: 11</th>
<th>Semesters: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td>Credit: 1</td>
</tr>
</tbody>
</table>

This is the first year of the IB DP French or Spanish ab initio course, which is designed for
students who had little to no knowledge of the language prior to acceptance into the IB
Diploma Program. The overall objective of this course is for students to achieve
communicative competency in a variety of everyday situations. At the end of the Ab Initio
course, the students will be required to understand and use accurately the essential spoken
and written forms of the language in a limited range of situations. Students will need to
understand and use a limited range of vocabulary in common usage, use a register that is
generally appropriate to the situations and show an awareness of some elements of the
cultures related to the francophone / hispanophone world. Students will complete IB
Internal Assessments in class, and sit for External Assessments of the IB DP ab initio exam
in May of the senior year.

IB DP French or Spanish B Year 1
* IBDP Course Weight in GPA *

<table>
<thead>
<tr>
<th>Grade Level: 11</th>
<th>Semesters: 2</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite: French or Spanish 1 and 2</td>
<td>Credit: 1</td>
</tr>
</tbody>
</table>

This course is the first year of a two-year IB DP French or Spanish course, designed for
students in the IB Diploma Program. Students must have taken two or more years of the
language for high school credit to be prepared for the IB DP Spanish course. The course
offers students an enriched, advanced study of language, literature and culture with
relevance to international societies. The focus will be on communication with equal
emphasis on listening, reading, and writing as well as knowledge, understanding, thinking,
inquiry, communication and application. The essentials of grammar are systematically
reviewed as well as specific vocabulary topics. The objective is to develop and strengthen,
through texts and social interaction, an appreciation of diverse cultures and different
perspectives. To accomplish this objective, students are immersed in culturally rich
environments in which they are actively involved. Students are assessed on their ability to
communicate effectively and accurately, incorporating the language into their daily lives.
Besides in-class assessments, students work on IB Internal and External Assessments, and
will complete the IB DP exam in May of the senior year.

French IV

*Grade Level:* 11  
*Semesters:* 2 
*Prerequisite:* French 1 - 3  
*Credit:* 1

This course is taught concurrently with the IB DP French course and has a similar curriculum. Students will be challenged to understand and communicate in French, but assessment will be less rigorous than in IB DP French. The course offers students an enriched, advanced study of language, literature and culture with relevance to international societies. The focus will be on communication with equal emphasis on listening, reading, and writing as well as knowledge, understanding, thinking, inquiry, communication and application. The essentials of grammar are systematically reviewed as well as specific vocabulary topics. The objective is to develop and strengthen, through texts and social interaction, an appreciation of diverse cultures and different perspectives. To accomplish this objective, students are immersed in culturally rich environments in which they are actively involved. Students are assessed on their ability to communicate effectively and accurately, incorporating the language into their daily lives. Students in French IV will not sit for the IB exam.

Spanish IV

*Grade Level:* 11  
*Semesters:* 2 
*Prerequisite:* Spanish 1-3  
*Credit:* 1

This course is taught concurrently with the IB Spanish course and has a similar curriculum. Students will be challenged to understand and communicate in Spanish, but assessment will be less rigorous than in IB Spanish. The course offers students an enriched, advanced study of language, literature and culture with relevance to international societies. The focus will be on communication with equal emphasis on listening, reading, and writing as well as knowledge, understanding, thinking, inquiry, communication and application. The essentials of grammar are systematically reviewed as well as specific vocabulary topics. The objective is to develop and strengthen, through texts and social interaction, an appreciation of diverse cultures and different perspectives. To accomplish this objective, students are immersed in culturally rich environments in which they are actively involved. Students are assessed on their ability to communicate effectively and accurately, incorporating the language into their daily lives. Students in Spanish IV will not sit for the IB exam.

IB DP French or Spanish B ab initio Year 2

*IBDP Course Weight in GPA*

*Grade Level:* 12  
*Semesters:* 2 
*Prerequisite:* IB DP French B ab initio Y1  
*Credit:* 1

This is the second year of the IB DP French or Spanish ab initio course, which is designed for students who had little to no knowledge of the language prior to acceptance into the IB Diploma Program. The overall objective of this course is for students to achieve communicative competency in a variety of everyday situations. At the end of the Ab Initio
course, the students will be required to understand and use accurately the essential spoken and written forms of the language in a limited range of situations. Students will need to understand and use a limited range of vocabulary in common usage, use a register that is generally appropriate to the situations and show an awareness of some elements of the cultures related to the francophone / hispanophone world. Students will complete IB Internal Assessments in class, and sit for External Assessments of the IB DP ab initio exam in May of the senior year.

IB DP French or Spanish B Year 2
* IBDP Course Weight in GPA *

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>12</th>
<th>Semesters:</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>French or Spanish 1, 2, IB DP Y1</td>
<td>Credit:</td>
<td>1</td>
</tr>
</tbody>
</table>

This course is the second year of a two-year IB DP French or Spanish course, designed for students in the IB Diploma Program. The course offers students an enriched, advanced study of language, literature and culture with relevance to international societies. The focus will be on communication with equal emphasis on listening, reading, and writing as well as knowledge, understanding, thinking, inquiry, communication and application. The essentials of grammar are systematically reviewed as well as specific vocabulary topics. The objective is to develop and strengthen, through texts and social interaction, an appreciation of diverse cultures and different perspectives. To accomplish this objective, students are immersed in culturally rich environments in which they are actively involved. Students are assessed on their ability to communicate effectively and accurately, incorporating the language into their daily lives. Besides in-class assessments, students work on IB Internal and Assessments, and will complete the External Assessments of the IB DP exam in May of the senior year.
Group 3: Individuals and Societies

World Cultures

*Grade Level:* 6  
*Semesters:* 2  
*Prerequisite:* None  
*Credit:* 0

World Cultures is a year long course studying cultures of people in major world regions and their interactions with the geography they inhabit. Some examples of the instructional approaches used to examine these themes include discussion, debate, role-playing, lecture, and individual and group projects. Students will read both the major text and in supplementary sources. They will refine many of the skills vital to success in future history and geography courses, including the analysis of maps, statistics, documents and the ability to express their analysis of events in writing. Summative assessments are in the form of tests that consist of both objective and essay questions, as well as projects and papers.

Texas History

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

In Grade 7, students will examine the full scope of Texas history, from Natural Texas and European Contact through Early Statehood and on to Texas as a Contemporary State. In this course, students will examine Texas' diverse physical and human geographies, as well as its rich history of political structures and cultural movements. Each era will focus on key individuals, events, issues and their impact. Students will study primary and secondary sources throughout the course in combination with their textbook. Students will work on their skills in Knowing and Understanding, Investigating, Communicating, and Thinking Critically.

United States History to 1877

*Grade Level:* 8  
*Semesters:* 2  
*Prerequisite:* None  
*Credit:* 0

Students study the history of the United States from the early colonial period through Reconstruction. The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material. In May students will take the state STAAR test in United States History to 1877.
World Geography

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

World Geography is a survey course of physical features of the earth, and of human activity as it affects and is affected by the environment and its development. The scope of this course will focus on transferable concepts and skills that can be applied to the various themes of geography and throughout different times. In this fast-paced course, students will seek a balance between breadth and depth, and will examine topics like the impact of geographic factors on major regions and civilizations; the concept of absolute and relative positions on the earth’s surface; the significance of physical and human characteristics integration that define place, the human/environmental interactions that shape the landscape, geographical movement, settlement, and people interaction through migration, communication, and transportation; the connections between major developments in science and technology.

World History

Grade Level: 10  Semesters: 2
Prerequisite: None  Credit: 1

World History examines the progress of civilization from pre-history to the modern era. The course is based on six units; Early Civilization, Classical Era, Post Classical Era, Connecting Hemispheres, Era of Revolutions, Conflicts of the Modern Era including Protests and Activism. Themes explored include Innovation and Revolution, Culture and Power, Globalization, Perspective, Change, and Global Interaction. Students will use primary sources, selected readings, and documents as they explore these themes throughout world history.

IB DP History Year 1: Americas

* IBDP Course Weight in GPA *

Grade Level: 11  Semesters: 2
Prerequisite: World Geography and World History  Credit: 1

This course is the first year of a two-year IB History course, designed for students in the IB Diploma Program. In addition to covering the required state curriculum for a United States since Reconstruction history course, it addresses the IB History Higher Level regional option of history of the Americas. Students examine and analyze United States History from European colonization to the present, with a focus upon the history of the United States after the Civil War. The course is comparative in nature, examining links between United States, Latin American, and Canadian history. History is explored along three themes: intellectual and cultural history, political and diplomatic history and social and economic history. Students develop investigative skills of source analysis and gathering and interpreting information, analytical and decision-making skills, and the ability to organize and present knowledge and analysis both in writing and orally. An emphasis is placed upon college-level analysis and writing skills, both through in-class essays and a major research paper known as the Historical Investigation. This Historical Investigation serves
as practice for the Internal Assessment to be completed in this second year of IB History. In May of the junior year, students will take the state high school End of Course (EOC) STAAR test for United States History Since Reconstruction. Students will complete the IB DP exam in History in May of the senior year.

American History Since Reconstruction

* IBDP Course Weight in GPA *

| Grade Level: | 11 | Semesters: | 2 |
| Prerequisite: | World Geography and World History | Credit: | 1 |

This course is taught concurrently with the IB History Year 1: Americas course and has a similar curriculum. Students will be challenged to think critically and express their analysis of historical events both orally and in writing, but assessment will be less rigorous than in IB History. In addition to covering the required state curriculum for a United States since Reconstruction history course, relevant Canadian and Latin American history is analyzed from a comparative perspective. Students examine and analyze United States History from European colonization to the present, with a focus upon the history of the United States after the Civil War. History is explored along three themes: intellectual and cultural history, political and diplomatic history and social and economic history. Students develop investigative skills of source analysis and gathering and interpreting information, analytical and decision-making skills, and the ability to organize and present knowledge and analysis both in writing and orally. An emphasis is placed upon college-level analysis and writing skills, both through in-class essays and a major research paper. Students in American History Since Reconstruction will not sit for the IB exam. In May students will take the state high school End of Course (EOC) STAAR test for United States History Since Reconstruction.

IB DP History Year 2: 20th Century World Topics

* IBDP Course Weight in GPA *

| Grade Level: | 12 | Semesters: | 2 |
| Prerequisite: | World Geography, World History, IB DP History Y1 | Credit: | 1 |

This course is the second year of a two-year IB History course, designed for students in the IB Diploma Program. The course is comparative in nature, examining links between United States, Latin American, and Canadian history, particularly in the 20th century. Topics in the 20th century world such as the Cold War and the rise and rule of single party states are explored through a comparison of the history of selected countries in the Americas as well as countries such as Russia and China. Students develop investigative skills of source analysis and gathering and interpreting information, analytical and decision-making skills, and the ability to organize and present knowledge and analysis both in writing and orally. An emphasis is placed upon college-level analysis and writing skills, both through in-class essays and a major research paper known as the Historical Investigation, which serves as the Internal Assessment for the IB History exam. Students will complete the External Assessments of the IB exam in History in May of the senior year.
20th Century World Topics

Grade Level: 12  
Semesters: 2  
Prerequisite: World Geography, World History, US History 1877-Present  
Credit: 1

This course is taught concurrently with the second year of the IB DP History course, and has a similar curriculum, but assessment is less rigorous than IB DP History. The course is comparative in nature, examining links between United States, Latin American, and Canadian history, particularly in the 20th century. Topics in the 20th century world such as the Cold War and the rise and rule of single party states are explored through a comparison of the history of selected countries in the Americas as well as countries such as Russia and China. Students develop investigative skills of source analysis and gathering and interpreting information, analytical and decision-making skills, and the ability to organize and present knowledge and analysis both in writing and orally. An emphasis is placed upon college-level analysis and writing skills, both through in-class essays and a major research paper known as the Historical Investigation. Students in 20th Century World Topics will not sit for the IB exam.

Group 4: Experimental Sciences

Science 6
Grade Level: 6  
Semesters: 2  
Prerequisite: None  
Credit: 0

6th grade science includes several pockets of study including chemistry, physics, earth science, biology, and astronomy. Various methods of educational experiences are offered in each of the various units including research, hands on labs, virtual labs, and projects.

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

With an emphasis on life science, this course will introduce science topics that include biology, anatomy and ecology as well as brief explorations in physics, chemistry, astronomy and geological science. In this class, students will learn the process of a formal lab write up, critical thinking skills, lab procedures and analytical skills, along with ATL and scientific skills. Students will learn through a variety of methods and challenges. With an emphasis on service learning, projects enable students to have choices in products as well as make connections with other academic disciplines.

Science 8
Grade Level: 8  
Semesters: 2  
Prerequisite: None  
Credit: 0

The class objective is to have an exemplary year exploring science using the Texas Essential Knowledge and Skills (TEKS) and the MYP IB framework as our guide. This course will cover science topics that include biology and ecology, physics, chemistry, astronomy, and...
students will be introduced to the academic study of science and how this discipline is applied to the overall human understanding of our world and universe.

In this class, students will learn the process of a formal lab write up, critical thinking skills, lab procedures and analytical skills, along with ATL and scientific skills. Students will learn through a variety of methods and challenge levels. Projects enable students to have choices in products as well as make connections with other academic disciplines. Real world issues and impacts are studied and explored through the scientific lens. In May students will take the state STAAR test for Science.

Biology I

* Grade Level: 9  
* Semesters: 2  
* Prerequisite: None  
* Credit: 1

This course will address these and other questions as we engage in a year-long consideration of what it means to be living. We will evaluate the factors that determine interactions in biological systems. A balance of laboratory investigation with interactive class activities will introduce the fundamental concepts and guiding principles of biology, and provide opportunities to develop and apply analytical skills. Throughout our course, we will explore global connections and human impacts relevant to biology. Units of study are designed to stimulate curiosity and inquiry as we tackle problem solving, construct explanations, judge arguments and learn to make informed decisions regarding scientific research. With each new unit, unifying key and related concepts will guide our discussions and help us to connect the “big ideas” within the field of Biology. The curriculum includes Ecology, Biodiversity, Evolution, Chemistry of life (Matter, energy, biomolecules, enzymes), Cellular systems, Viruses, Physiological systems (Plants and animals) and Genetics and heredity. In May students will take the state high school End of Course (EOC) STAAR test for Biology. The knowledge acquired in grade 9 will set the foundation for DP Biology.

Chemistry

* Grade Level: 10  
* Semesters: 2  
* Prerequisite: Passing grade in Algebra I  
* Credit: 1

Students will study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Algebra I skills are used throughout the year in every unit. Information learned in grade 10 will set the foundation for anyone looking to advance to DP Chemistry.

IB DP Biology Year 1

* IBDP Course Weight in GPA *  
* Grade Level: 11  
* Semesters: 2
Prerequisite: Biology I and Chemistry I  
Credit: 1

This course is the first year of a two-year IB Biology course, designed for students in the IB Diploma Program. The core curriculum includes cells, the chemistry of life, cell respiration and photosynthesis, genetics, ecology and evolution, human health and physiology and plant science. Students will conduct very extensive and intensive qualitative and quantitative laboratory investigations that will allow them to apply various scientific methods and techniques; develop hypotheses; use variables; collect, manipulate, graph, and interpret data; and develop critical-thinking and problem solving skills. As a result of their endeavors, students will realize the importance of laboratory investigation within the world of science. In addition, they will learn and develop the skills necessary to research, organize and conduct an independent scientific investigation. This course will teach students the expectations of working in the sciences and also prepare them for the rigors of studying at the college level. Besides in-class assessments, students work on IB Internal Assessments, and will complete the IB exam in Biology in May of the senior year.

Biology II  
Grade Level: 11  
Semesters: 2

Prerequisite: Biology I and Chemistry I  
Credit: 1

This course is taught concurrently with the IB Biology Year 1 course and has a similar curriculum. Students will be challenged to think critically, investigate, and solve problems, but assessment will be less rigorous than in IB Biology. The core curriculum includes cells, the chemistry of life, cell respiration and photosynthesis, genetics, ecology and evolution, human health and physiology and plant science. Students will conduct very extensive and intensive qualitative and quantitative laboratory investigations that will allow them to apply various scientific methods and techniques; develop hypotheses; use variables; collect, manipulate, graph, and interpret data; and develop critical-thinking and problem solving skills. As a result of their endeavors, students will realize the importance of laboratory investigation within the world of science. In addition, they will learn and develop the skills necessary to research, organize and conduct an independent scientific investigation. This course will teach students the expectations of working in the sciences and also prepare them for the rigors of studying at the college level. Students in Biology II will not sit for the IB Biology exam.

IB DP Chemistry Year 1  
* IBDP Course Weight in GPA *

Grade Level: 11  
Semesters: 2

Prerequisite: Biology I & B or better in Chemistry I  
Credit: 1

This course is the first year of a two-year IB Chemistry course, designed for students in the IB Diploma Program. The core curriculum includes stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Students will conduct very extensive and intensive qualitative and quantitative laboratory investigations that will allow them to apply various scientific methods and techniques; develop hypotheses; use variables;
collect, manipulate, graph, and interpret data; and develop critical-thinking and problem solving skills. As a result of their endeavors, students will realize the importance of laboratory investigation within the world of science. In addition, they will learn and develop the skills necessary to research, organize and conduct an independent scientific investigation. This course will teach students the expectations of working in the sciences and also prepare them for the rigors of studying at the college level. Besides in-class assessments, students work on IB Internal Assessments, and will complete the IB exam in Chemistry in May of the senior year.

Chemistry II

* IBDP Course Weight in GPA *

| Grade Level: | 11 | Semesters: | 2 | Credit: | 1 |

This course is taught concurrently with the IB Chemistry Year 1 course and has a similar curriculum. Students will be challenged to think critically, investigate, and solve problems, but assessment will be less rigorous than in IB Chemistry. The core curriculum includes stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Students will conduct very extensive and intensive qualitative and quantitative laboratory investigations that will allow them to apply various scientific methods and techniques; develop hypotheses; use variables; collect, manipulate, graph, and interpret data; and develop critical-thinking and problem solving skills. As a result of their endeavors, students will realize the importance of laboratory investigation within the world of science. In addition, they will learn and develop the skills necessary to research, organize and conduct an independent scientific investigation. This course will teach students the expectations of working in the sciences and also prepare them for the rigors of studying at the college level. Students in Chemistry II will not sit for the IB Chemistry exam.

IB DP Environmental Systems and Societies Year 1

Environmental Systems and Societies is a standard level course taught over 2 years, that encompasses methodologies, techniques and knowledge from group 3 (individuals and societies) and group 4 (sciences) subject areas. The course examines environmental systems holistically, within both biological and social frameworks and provides a balance between philosophical discussion and practical application. Dynamics of populations, species interactions and the flow of energy and matter are explored within an ecosystems framework. Practical work will build skills relevant to the field of environmental sciences. The concept of biodiversity is examined through specific examples and case studies along with an introduction to conservation biology. Students will develop an understanding of the systems and infrastructure important to human society. Human impacts on soil, water and air are explored, along with challenges relating to food systems and agriculture. Students will develop an appreciation for the complexities and controversies surrounding energy production and global climate change and will apply the concept of sustainability to
management and conservation strategies for earth's natural resources. Throughout the course, students will be encouraged to problem solve from a personal to community and global scale.

IB DP Biology Year 2
* IBDP Course Weight in GPA *

Grade Level: 12  
Semesters: 2  
Prerequisite: Biology I and Chemistry I, IB DP Biology Y1  
Credit: 1

This course is the second year of a two-year IB Biology course, designed for students in the IB Diploma Program. The core curriculum includes cells, the chemistry of life, cell respiration and photosynthesis, genetics, ecology and evolution, human health and physiology and plant science. Students will conduct very extensive and intensive qualitative and quantitative laboratory investigations that will allow them to apply various scientific methods and techniques; develop hypotheses; use variables; collect, manipulate, graph, and interpret data; and develop critical-thinking and problem solving skills. As a result of their endeavors, students will realize the importance of laboratory investigation within the world of science. In addition, they will learn and develop the skills necessary to research, organize and conduct an independent scientific investigation. This course will teach students the expectations of working in the sciences and also prepare them for the rigors of studying at the college level. Besides in-class assessments, students work on IB Internal Assessments, and will complete the External Assessments of the IB exam in Biology in May of the senior year.

Biology III

Grade Level: 12  
Semesters: 2  
Prerequisite: Biology I and Chemistry I, Biology II  
Credit: 1

This course is taught concurrently with the IB Biology Year 2 course and has a similar curriculum, but assessment is less rigorous than in IB DP Biology. Students will be challenged to think critically, investigate, and solve problems, but assessment will be less rigorous than in IB Biology. The core curriculum includes cells, the chemistry of life, cell respiration and photosynthesis, genetics, ecology and evolution, human health and physiology and plant science. Students will conduct very extensive and intensive qualitative and quantitative laboratory investigations that will allow them to apply various scientific methods and techniques; develop hypotheses; use variables; collect, manipulate, graph, and interpret data; and develop critical-thinking and problem solving skills. As a result of their endeavors, students will realize the importance of laboratory investigation within the world of science. In addition, they will learn and develop the skills necessary to research, organize and conduct an independent scientific investigation. This course will teach students the expectations of working in the sciences and also prepare them for the rigors of studying at the college level. Students in Biology III will not sit for the IB Biology exam.

IB DP Chemistry Year 2
* IBDP Course Weight in GPA *
This course is the second year of a two-year IB Chemistry course, designed for students in the IB Diploma Program. The core curriculum includes stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Students will conduct very extensive and intensive qualitative and quantitative laboratory investigations that will allow them to apply various scientific methods and techniques; develop hypotheses; use variables; collect, manipulate, graph, and interpret data; and develop critical-thinking and problem solving skills. As a result of their endeavors, students will realize the importance of laboratory investigation within the world of science. In addition, they will learn and develop the skills necessary to research, organize and conduct an independent scientific investigation. This course will teach students the expectations of working in the sciences and also prepare them for the challenges of studying at the college level. Besides in-class assessments, students work on IB Internal Assessments, and will complete the External Assessments of the IB exam in Chemistry in May of the senior year.

Chemistry III

This course is taught concurrently with the IB Chemistry Year 1 course and has a similar curriculum, but assessment is less rigorous than in IB DP Chemistry. Students will be challenged to think critically, investigate, and solve problems, but assessment will be less rigorous than in IB Chemistry. The core curriculum includes stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Students will conduct very extensive and intensive qualitative and quantitative laboratory investigations that will allow them to apply various scientific methods and techniques; develop hypotheses; use variables; collect, manipulate, graph, and interpret data; and develop critical-thinking and problem solving skills. As a result of their endeavors, students will realize the importance of laboratory investigation within the world of science. In addition, they will learn and develop the skills necessary to research, organize and conduct an independent scientific investigation. This course will teach students the expectations of working in the sciences and also prepare them for the rigors of studying at the college level. Students in Chemistry III will not sit for the IB Chemistry exam.

Physics

This course is the purest of sciences because it focuses on the laws of nature. This is the science of Newton, Einstein and Stephen Hawking. This course has a problem solving focus that includes conceptual, laboratory, and mathematics components. Specific skills include measurements, calculations and scientific notation to create a better understanding of how those laws govern the physical world. Students will be able to calculate speed, velocity, and
acceleration; apply Newton's Laws of Motion; demonstrate the effects of force on the motion of an object; identify evidence for the work-energy theorem; describe examples of kinetic and potential energy along with their transformations; demonstrate the conservation of energy and momentum; identify the characteristics and behaviors of sound and electromagnetic waves; recognize the relationship between electricity and magnetism; describe the photoelectric effect; analyze quantum mechanics; and explain radioactivity and nuclear reactions. In addition, students will conduct field and laboratory investigations; apply the scientific method; develop hypotheses; use variables; and collect, manipulate, graph and interpret data from laboratory investigations. Also, this course is designed to develop listening, inquiry, and teamwork skills for the purpose of understanding the various roles of science in the environment, within society, and throughout the global community.

IB DP Physics Year 1
* IBDP Course Weight in GPA *

Grade Level: 11  
Semesters: 2  
Prerequisite: Biology I or Chemistry I  
Credit: 1

IB DP Physics Year 1 is the first year of a two year IB Physics course. Physics is the purest of sciences because it focuses on the laws of nature. This is the science of Newton, Einstein and Stephen Hawking. This course has a problem solving focus that includes conceptual, laboratory, and mathematics components. Specific skills include measurements, calculations and scientific notation to create a better understanding of how those laws govern the physical world. Students will be able to calculate speed, velocity, and acceleration; apply Newton's Laws of Motion; demonstrate the effects of force on the motion of an object; identify evidence for the work-energy theorem; describe examples of kinetic and potential energy along with their transformations; demonstrate the conservation of energy and momentum; identify the characteristics and behaviors of sound and electromagnetic waves; recognize the relationship between electricity and magnetism; describe the photoelectric effect; analyze quantum mechanics; and explain radioactivity and nuclear reactions. In addition, students will conduct field and laboratory investigations; apply the scientific method; develop hypotheses; use variables; and collect, manipulate, graph and interpret data from laboratory investigations. Also, this course is designed to develop listening, inquiry, and teamwork skills for the purpose of understanding the various roles of science in the environment, within society, and throughout the global community.

IB DP Physics Year 2
* IBDP Course Weight in GPA *

Grade Level: 11 or 12  
Semesters: 2  
Prerequisite: Physics or IB DP Physics Year 1  
Credit: 1

This is the second of two years of Physics, and students will complete the IB DP Physics Standard Level (SL) exam at the end of the course. This continuation course of Physics Year 1 will continue to focus on problem solving and laboratory skills. Demonstrate
understanding of the fundamental forces of nature; describe and solve for the electrical and magnetic field strength; explain, and solve for electromagnetic force and internal resistance of electrical cells; demonstrate relationship between resistance, current, and potential difference in circuits. Explain the structure of matter at the atomic and quantum level; demonstrate discrete electron energy levels with the absorption and emission of photons of specific wavelengths. Explain the standard model, why it was developed, and how conservation of charge, baryon, and lepton number applies at the quantum level. Describe common energy production methods, key components, and relative advantages and disadvantages of them. Qualitatively and quantitatively, describe rotational kinematics and thermodynamics of basic engineering situations.
### Group 5: Mathematics

#### Math 6

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<tbody>
<tr>
<td>Prerequisite:</td>
<td>None</td>
<td>Credit:</td>
<td>0</td>
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</table>

This math course covers concepts of number systems, data, and logic with emphasis on the development of operations, graphing skills, and analysis. The class curriculum will focus on solving everyday problems in our world. Learners will use a variety of strategies to create projects. Some of the projects covered in this course will be integrated with the curriculum in other subjects so learners can make cross connections.

#### Pre-Algebra

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<th>7,8</th>
<th>Semesters:</th>
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<tr>
<td>Prerequisite:</td>
<td>None</td>
<td>Credit:</td>
<td>0</td>
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</table>

Pre-Algebra is an advanced course when taken in the 7th grade. This course prepares students to enter the study of Algebra I (a high school credited course). The focus of the course is building the foundation necessary for success in the study of algebra. The course will include several 7th grade TEKS and a comprehensive coverage of 8th grade TEKS. Topics include isolating variables, linear relationships and equations, volume and surface area, transformations, the Pythagorean Theorem, and more. Students will take the 8th grade STAAR in March.

#### Algebra 1

<table>
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<th>Grade Level:</th>
<th>8</th>
<th>Semesters:</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
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</tbody>
</table>

This middle school course for high school credit follows the Texas Essential Knowledge and Skills for Algebra 1, and at the end of the year students take the state high school End of Course (EOC) STAAR test for Algebra 1. The Algebra I course will focus on developing basic Algebra skills in such a way that students will connect their learning to real life and other disciplines. Concepts such as linear and quadratic functions will be taught and practiced in the context of real life, stressing holistic learning, intercultural awareness, and communication. The curriculum will emphasize use of correct vocabulary and proper notation. Students will be encouraged to build up the characteristics of the IB learner profile in themselves as they enter the realm of abstract mathematics.

#### Geometry

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9</th>
<th>Semesters:</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Algebra 1</td>
<td>Credit:</td>
<td>1</td>
</tr>
</tbody>
</table>

The geometry course is an extension of previous math knowledge. Students will learn about topics such as points, lines, triangles congruency and similarity, proofs,
transformation, quadrilaterals, trigonometry, and area and volume formulas for 2-D and 3-D figures.

Algebra 2

**Grade Level:** 10  
**Semesters:** 2  
**Prerequisite:** Algebra 1 & Geometry  
**Credit:** 1

[Course Description here] In May students will take the state high school End of Course (EOC) test for Algebra 2.

IB DP Mathematical Studies Year 1

* IBDP Course Weight in GPA *

**Grade Level:** 11  
**Semesters:** 2  
**Prerequisite:** Algebra I, Geometry, Algebra II  
**Credit:** 1

This course is the first year of a two-year IB Mathematical Studies course, designed for students in the IB Diploma Program. A course for students with varied mathematical backgrounds and abilities, Mathematical Studies emphasizes the application of mathematics, with the largest section upon statistical techniques. Topics include logic, set theory, trigonometry, functions and their graphs, statistics, vectors, probability, and financial mathematics. Students are prepared to solve math problems in a variety of settings, developing more sophisticated problem solving and logical thinking. Students taking Math Studies should be well prepared for college-level studies in the social sciences, humanities, languages, or the arts, where they may need to utilize statistics and logical reasoning. Besides in-class assessments, students work on IB Internal Assessments, and will complete the IB exam in Mathematical Studies in May of the senior year.

Math Studies (Pre-Calculus)

**Grade Level:** 11  
**Semesters:** 2  
**Prerequisite:** Algebra I, Geometry, Algebra II  
**Credit:** 1

This course is taught concurrently with the IB DP Mathematical Studies Year 1 course and has a similar curriculum. Students will be challenged to think critically, investigate, and solve problems, but assessment will be less rigorous than in IB DP Math Studies. This course is for students with varied mathematical backgrounds and abilities, and emphasizes the application of mathematics, with the largest section upon statistical techniques. Topics include logic, set theory, trigonometry, functions and their graphs, statistics, vectors, probability, and financial mathematics. Students are prepared to solve math problems in a variety of settings, developing more sophisticated problem solving and logical thinking. Students taking Math Studies should be well prepared for college-level studies in the social sciences, humanities, languages, or the arts, where they may need to utilize statistics and logical reasoning. Students in Math Studies will not sit for the IB Mathematical Studies exam.

IB DP Mathematics Standard Level Year 1

* IBDP Course Weight in GPA *

**Grade Level:** 11  
**Semesters:** 2  
**Prerequisite:** Algebra I, Geometry, Algebra II  
**Credit:** 1
This course is the first year of a two-year IB Mathematics Standard Level (SL) course, designed for students in the IB Diploma Program. A course for students with more advanced mathematical abilities, topics include algebra, trigonometry, probability and statistics, and calculus of a single variable. Students taking IB Mathematics SL should receive the sound mathematical preparation needed for college-level studies in areas such as chemistry, economics, psychology, and business administration. Besides in-class assessments, students work on IB Internal Assessments, and will complete the IB exam in Mathematics SL in May of the senior year.

IB DP Mathematics Higher Level Year 1
* IBDP Course Weight in GPA *

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Algebra I, Geometry, Algebra II, Pre-calculus</td>
</tr>
<tr>
<td>Credit:</td>
<td>1</td>
</tr>
</tbody>
</table>

This is the first year of a two-year IB Mathematics Higher Level (HL) course. Taking pre-calculus in 10th grade is a prerequisite. Topics include algebra, trigonometry, calculus, vectors, statistics, and probability. Students taking IB DP Mathematics HL will be well prepared for university studies highly centered upon mathematics, such as physics, engineering, and mathematics. Besides in-class assessments, students work on IB Internal Assessments, and will complete the IB exam in Mathematics HL in May of the senior year.

IB DP Mathematics Higher Level Year 2
* IBDP Course Weight in GPA *

<table>
<thead>
<tr>
<th>Grade Level:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>IB DP Mathematics HL Y1</td>
</tr>
<tr>
<td>Credit:</td>
<td>1</td>
</tr>
</tbody>
</table>

This is the second year of a two-year IB Mathematics Higher Level (HL) course. Taking IB DP Mathematics HL Year 1 is a prerequisite. Topics include algebra, trigonometry, calculus, vectors, statistics, and probability. Students taking IB DP Mathematics HL will be well prepared for university studies highly centered upon mathematics, such as physics, engineering, and mathematics. Besides in-class assessments, students work on IB Internal Assessments, and will complete the IB exam in Mathematics HL in May of the senior year.

Statistics

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Algebra I, Geometry, Algebra II</td>
</tr>
<tr>
<td>Credit:</td>
<td>1</td>
</tr>
</tbody>
</table>

This course is taught concurrently with the IB Mathematical Studies Year 2 course and has a similar curriculum, but assessment is less rigorous than in IB DP Math Studies. Students will be challenged to think critically, investigate, and solve problems, but assessment will be less rigorous than in IB Math Studies. This course is for students with varied mathematical backgrounds and abilities, and emphasizes the application of mathematics, with the largest section upon statistical techniques. Topics include logic, set theory, trigonometry, functions and their graphs, statistics, vectors, probability, and financial mathematics. Students are prepared to solve math problems in a variety of settings, developing more sophisticated problem solving and logical thinking. Students taking Math
Studies should be well prepared for college-level studies in the social sciences, humanities, languages, or the arts, where they may need to utilize statistics and logical reasoning. Students in Math Studies will not sit for the IB Mathematical Studies exam.

IB DP Mathematics Standard Level Year 2
* IBDP Course Weight in GPA *

Grade Level: 12  
Prerequisite: Algebra I, Geometry, Algebra II  
Credit: 1

This course is the second year of the IB Mathematics Standard Level (SL) course, designed for students in the IB Diploma Program. A course for students with more advanced mathematical abilities, topics include algebra, trigonometry, probability and statistics, and calculus of a single variable. Students taking IB Mathematics SL should receive the sound mathematical preparation needed for college-level studies in areas such as chemistry, economics, psychology, and business administration. Besides in-class assessments, students work on IB Internal Assessments, and will complete the External Assessments of the IB exam in Mathematics SL in May of the senior year.

IB DP Mathematical Studies Year 2
* IBDP Course Weight in GPA *

Grade Level: 12  
Prerequisite: Algebra I, Geometry, Algebra II  
Credit: 1

This course is the second year of a two-year IB Mathematical Studies course, designed for students in the IB Diploma Program. A course for students with varied mathematical backgrounds and abilities, Mathematical Studies emphasizes the application of mathematics, with the largest section upon statistical techniques. Topics include logic, set theory, trigonometry, functions and their graphs, statistics, vectors, probability, and financial mathematics. Students are prepared to solve math problems in a variety of settings, developing more sophisticated problem solving and logical thinking. Students taking Math Studies should be well prepared for college-level studies in the social sciences, humanities, languages, or the arts, where they may need to utilize statistics and logical reasoning. Besides in-class assessments, students work on IB Internal Assessments, and will complete the External Assessments of the IB exam in Mathematical Studies in May of the senior year.
Group 6: Fine Arts

Music

Grade Level: 6  
Semesters: 2  
Prerequisite: None  
Credit: 0  
This introductory performing arts course covers concepts of composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and 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.

Theater

Grade Level: 7  
Semesters: 2  
Prerequisite: None  
Credit: 0  
This course is an introduction to the art of theatre which takes place in year 2 of their MYP experience. The course will follow a curriculum emphasizing themes and contexts that demonstrate the ever changing nature and global nature of Theatre, collaboration, individualized student led choice of exploration of interests within the realm of theatre and play texts. The course will be structured around six units of investigation: drama as literature, acting, theatre history, musical theatre, comedy, and puppetry. Students will gain an understanding of the nature of theatre, its place and its contributions to societies all over the world with the aim of becoming lifelong theatregoers and participants. Students will have the opportunity to read and see a variety of plays. Students are required to see one live play in person per semester (a total of 2 live theatre experiences over the course of the year.) In addition, they will have the opportunity to explore 2 scripts that are within their interests to begin the journey of discovering the humanity theatre express of all of us. Theatrical techniques and styles will be practiced including ensemble work, characterization, script analysis, the integral nature of theatrical elements such as set, props, costumes, sound, and lighting, as well as a class production. Independent research and study, peer response and peer coaching, and self-assessment are an integral part of the course work. Students will keep a process journal of their experiences during the course.

Art

Grade Level: 8  
Semesters: 2  
Prerequisite: None  
Credit: 0  
This visual arts course is an introduction to the concepts of art and design with emphasis on the development of skills, techniques, craftsmanship and composition. The curriculum focuses on creating and presenting 2-dimensional and 3-dimensional art. To facilitate reflection and development of purposeful connections between investigation and practice, students document their personal creative exploration in a process journal. Students learn to formally analyze a work of art to better understand the relationship between art and its contexts, as well as understanding the visual elements and principles that make works of art visually appealing. Each major project the
students create requires research into the history, context and/or meaning of the subject presented in order to deepen understanding of our world and enhance communication with the viewer. Students are required to visit one gallery or museum during the academic year.

Band I

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

Band I and Music I are MYP performing arts courses. Students in Band will be members of a high school band ensemble. This is not an introductory band class--students enrolling should have at least an intermediate skill in playing a band instrument. This performing arts course covers concepts of composition, performance and critical analysis of music with focus on a particular instrument of the student’s choice. The course exposes students to forms and styles of music from a wide range of historical and cultural contexts. Students perform and reflect upon music from their own background and those of others in a variety of arrangements. They develop practical and communicative skills which provide them with the opportunity to engage in instrumental music for further study, as well as for lifetime enjoyment.

Music I

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

Band I and Music I are MYP performing arts courses. Students in Music will not be members of the high school band ensemble, and pursue the study of music through voice or instruments that are not part of the band ensemble. This performing arts course covers concepts of composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and 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.

Theater I

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

This course is the first year of the high school theatre program, but year 4 of their MYP experience. Though academic experience in Theater 7 (7th grade year) prior to taking this course is preferred and beneficial, it is not required. The course will follow a curriculum emphasizing themes and contexts that demonstrate the ever changing nature and global nature of Theatre, collaboration, individualized student led choice of exploration of interests within the realm of theatre and play texts. The course will be structured around six units of investigation: pantomime, a class play, costume and set design, commedia dell’arte, musical theatre, and monologues. Students will gain an understanding of the nature of theatre, its place and its contributions to societies all over the world with the aim of becoming lifelong theatregoers and participants. Students will have the opportunity to read and see a variety of plays. Students are required to see one live play in person per semester (a total of 2 live theatre experiences over the course of the year.) In addition, they
will have the opportunity to explore 2 scripts that are within their interests to begin the journey of discovering the humanity theatre express of all of us. Theatrical techniques and styles will be practiced including monologue work, ensemble work, characterization, script analysis, direction, the integral nature of theatrical element such as set, props, costumes, sound, and lighting, as well as a class production. Independent research and study, peer response and peer coaching, and self-assessment are an integral part of the course work. Students will keep a journal of their experiences during the course.

Visual Art I

*Grade Level:* 9  
*Semesters:* 2  
*Prerequisite:* None  
*Credit:* 1

This visual arts course covers concepts of design with emphasis on the development of good composition, technique and craftsmanship. Designing and painting materials will include graphite and color pencil, ink, markers, oil pastels, clay and acrylic paints. The class curriculum will focus on art history, art movements, and art production. Learners will use a variety of material to create 2-dimensional and 3-dimensional projects. Many of the projects covered in this course will be focused on learning the art of other cultures and will be integrated with the learners’ core curriculum in other subjects so learners can make cross connections.

Theater II

*Grade Level:* 10  
*Semesters:* 2  
*Prerequisite:* Theater I  
*Credit:* 1

This course is the second year of the high school theatre program, but year 5 of their MYP experience. Though academic experience in Theater I prior to taking this course is preferred and beneficial, it is not required. The course will follow a curriculum emphasizing themes and contexts that demonstrate the ever changing nature and global nature of Theatre, collaboration, individualized student led choice of exploration of interests within the realm of theatre and play texts. The course will be structured around six units of investigation: experimental theatre and reflecting society, international forms of Theatre that incorporate music, international government influence on theatre, improvisational techniques, a class play, and a culminating MYP collaborative theatre experience. Students will gain an understanding of the nature of theatre, its place and its contributions to societies all over the world with the aim of becoming lifelong theatregoers and participants. Students will have the opportunity to read and see a variety of plays. Students are required to see one live play in person per semester (a total of 2 live theatre experiences over the course of the year.) In addition, they will have the opportunity to explore 2 scripts that are within their interests to begin the journey of discovering the humanity theatre express of all of us. Theatrical techniques and styles will be practiced including monologue work, ensemble work, characterization, script analysis, direction, the integral nature of theatrical element such as set, props, costumes, sound, and lighting, as well as a class production. Independent research and study, peer response and peer coaching, and self-assessment are an integral part of the course work. Students will keep a journal of their experiences during the course.
Visual Art II

**Grade Level:** 10  
**Semesters:** 2  
**Prerequisite:** Visual Art I  
**Credit:** 1

This visual arts course covers concepts of design with emphasis on the development of good composition, technique and craftsmanship. Designing and painting materials will include graphite and color pencil, ink, markers, oil pastels, clay and acrylic paints. The class curriculum will focus on art history, art movements, and art production. **Learners will use a variety of material to create 2-dimensional and 3-dimensional projects. Many of the projects covered in this course will be integrated with the learners' core curriculum in other subjects so learners can make cross connections. We will be building off the foundations learned in 8th and 9th grade art.**

IB DP Theater Year 1

* IBDP Course Weight in GPA *

**Grade Level:** 11  
**Semesters:** 2  
**Prerequisite:** None  
**Credit:** 1

This course is taught concurrently with the IB DP Theater course and has a similar curriculum, but assessment is less rigorous than in IB DP Theater. The course will focus on art history, art movements, and art production. **Theatrical techniques and styles will be practiced including monologue work, ensemble work, characterization, script analysis, direction, the integral nature of theatrical element such as set, props, costumes, sound, and lighting, as well as class production. Independent research and study, peer response and peer coaching, and self-assessment are an integral part of the course work. Students will keep a journal of their experiences during the course.**
follow a curriculum emphasizing themes and contexts that apply on a global scale, collaboration, individualized student led choice of exploration of interests within the realm of theatre and play texts. The course will be structured around two of the four tasks that make up the DP Theatre course work: the exploration and application of theatre theory and deconstructing and preparing a play text for the stage. Students will gain an understanding of the nature of theatre, its place and its contributions to societies all over the world with the aim of becoming lifelong theatregoers and participants. Students will have the opportunity to read and see a variety of plays. Students are required to see one live play in person per semester (a total of 2 live theatre experiences over the course of the year.) In addition, they will have the opportunity to explore scripts that are within their interests to begin the journey of discovering the humanity theatre express of all of us. Theatrical techniques and styles will be practiced including monologue work, ensemble work, characterization, script analysis, direction, the integral nature of theatrical element such as set, props, costumes, sound, and lighting, as well as a class production. Independent research and study, peer response and peer coaching, and self-assessment are an integral part of the course work. Students will keep a journal of their experiences during the course. All work completed per the IB DP Theatre course will be kept within the class and not submitted to IB for evaluation.

IB DP Visual Art Year 1
* IBDP Course Weight in GPA *

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credit:</td>
<td>1</td>
</tr>
</tbody>
</table>

This course is the first year of a two-year IB Visual Art course, designed for students in the IB Diploma Program. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture. Art history, criticism and aesthetics will be an integral part of the curriculum. Students will complete three assessment tasks, a curated exhibition of their work, a process portfolio and a comparative study, which will be submitted in march of the senior year.

Visual Art III

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Art I, Art II</td>
</tr>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credit:</td>
<td>1</td>
</tr>
</tbody>
</table>

This course is taught concurrently with the IB DP Visual Art course and has a similar curriculum, but assessment is less rigorous than in IB DP Visual Art. The course provides students an opportunity to develop and present the same three assessment tasks, a curated exhibition of their work, a process portfolio and a comparative study. They will be expected to incorporate acquired skills, utilize a variety of media and methods, apply critical thinking, demonstrate an increased awareness of both their immediate and global environments, and to develop their use of imagination and creativity. Art history, criticism
and aesthetics will be an integral part of the curriculum. Students will complete many of the assessment components of IB DP Visual Art, but will not take the IB exam.

IB DP Theater Year 2
* IBDP Course Weight in GPA *

Grade Level: 12  
Semesters: 2
Prerequisite: IB DP Theater Year 1  
Credit: 1

This course is the second year of the two-year IB DP Theater course, designed for students in the IB Diploma Program. Completion of IB DP Year I course work is a required. The course will continue a curriculum emphasizing themes and contexts that apply on a global scale, collaboration, individualized student led choice of exploration of interests within the realm of theatre and play texts. The course will be structured around the remaining tasks of the program: completion of the deconstructing and preparing a play text for the stage, preparing a presentation exploring and explaining a world theatre tradition, and creating a collaborative theatre piece with an applied influence from other collaborative theatre groups. Students will expand their understanding of the nature of theatre, its place and its contributions to societies all over the world with the aim of becoming lifelong theatregoers and participants. Students will have the opportunity to read and see a variety of plays. Students are required to see one live play in person per semester (a total of 2 live theatre experiences over the course of the year.) In addition, they will have the opportunity to explore scripts that are within their interests to begin the journey of discovering the humanity theatre express of all of us. Theatrical techniques and styles will be practiced including monologue work, ensemble work, characterization, script analysis, direction, the integral nature of theatrical element such as set, props, costumes, sound, and lighting, as well as a class production. Independent research and study, peer response and peer coaching, and self-assessment are an integral part of the course work. Students will keep a journal of their experiences during the course.

Theater IV
* IBDP Course Weight in GPA *

Grade Level: 12  
Semesters: 2
Prerequisite: Theater I, Theater II, Theatre III  
Credit: 1

This course is taught concurrently with the IB DP Theater course and has a similar curriculum, but assessment is less rigorous than in IB DP Theater. The course will continue a curriculum emphasizing themes and contexts that apply on a global scale, collaboration, individualized student led choice of exploration of interests within the realm of theatre and play texts. The course will be structured around the remaining tasks of the program: completion of the deconstructing and preparing a play text for the stage, preparing a presentation exploring and explaining a world theatre tradition, and creating a collaborative theatre piece with an applied influence from other collaborative theatre groups. Students will expand their understanding of the nature of theatre, its place and its contributions to societies all over the world with the aim of becoming lifelong theatregoers and participants. Students will have the opportunity to read and see a variety of plays. Students are required to see one live play in person per semester (a total of 2 live theatre experiences over the course of the year.) In addition, they will have the opportunity to explore scripts that are within their interests to begin the journey of discovering the humanity theatre express of all of us. Theatrical techniques and styles will be practiced including monologue work, ensemble work, characterization, script analysis, direction, the integral nature of theatrical element such as set, props, costumes, sound, and lighting, as well as a class production. Independent research and study, peer response and peer coaching, and self-assessment are an integral part of the course work. Students will keep a journal of their experiences during the course.
experiences over the course of the year.) In addition, they will have the opportunity to explore scripts that are within their interests to begin the journey of discovering the humanity theatre express of all of us. Theatrical techniques and styles will be practiced including monologue work, ensemble work, characterization, script analysis, direction, the integral nature of theatrical element such as set, props, costumes, sound, and lighting, as well as a class production. Independent research and study, peer response and peer coaching, and self-assessment are an integral part of the course work. Students will keep a journal of their experiences during the course. All work completed per the IB DP Theatre course will be kept within the class and not submitted to IB for evaluation.

IB DP Visual Art Year 2
* IBDP Course Weight in GPA *

| Grade Level: | 12 | Semesters: | 2 |
| Prerequisite: | IB DP Visual Art Y1 | Credit: | 1 |

This course is the second year of the two-year IB DP Visual Art course, designed for students in the IB Diploma Program. The course provides students an opportunity to develop and present a personal visual art statement contained in a portfolio and research workbook. They will be expected to incorporate acquired skills, utilize a variety of media and methods, apply critical thinking, demonstrate an increased awareness of both their immediate and global environments, and to develop their use of imagination and creativity. Art history, criticism and aesthetics will be an integral part of the curriculum. Besides in-class assessments, students complete IB Internal and External Assessments for the IB exam in Visual Art.
Group 7: Physical and Health Education

Physical and Health Education is a requirement of the Middle Years Program, and 1 high school credit of Physical Education is required for graduation. Meridian students take Physical Education courses in grades 6 through 9. In grade 10 they take College Readiness, and in grades 11 and 12 they take Theory of Knowledge, US Government, and Economics (all of which are described in the section after this one: Area 7).

Physical Education 6

*Grade Level:* 6  
*Semesters:* 2  
*Prerequisite:* None  
*Credit:* 0

Students will be taught how quality of life can be improved through health and physical activity. We focus on a student-centered approach while teaching the psychomotor, cognitive, and affective aspects of physical fitness and demonstrating personal responsibility in all areas of the curriculum. Students will be involved in a range of activities in which they will have the opportunity to develop their skills both as individual and as a part of a team. Being part of a team will encourage students to communicate with others, as well as to think, care and take risks. Students will also be exposed to sports and activities from different areas of the world.

Physical Education 7

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

Students will be involved in a range of activities in which they will have the opportunity to develop their skills both as individual and as a part of a team. Being part of a team will encourage students to communicate with others, as well as to think, care and take risks where they can. Students will be exposed to many sports and activities from different areas of the world. Students will recognize that becoming physically fit is part of a healthy lifestyle. Students will understand the benefits of being physically fit and how it relates to other aspects of their lives.

Physical Education 8 & Health

*Grade Level:* 8  
*Semesters:* 2  
*Prerequisite:* None  
*Credit:* 0

Students take Physical Education for one semester, and both PE and Health for the second semester.

*Physical Education:* The Physical Education program provides each student with the opportunity to participate in a comprehensive program consisting of skill development, lead up games, team sports, individual sports, and physical fitness activities. The students receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities and lifelong physical activities. The program promotes the spirit of cooperation, leadership, fair play, and friendly competition.
Health: The Health curriculum, conducted in conjunction with the Physical Education program, is designed to help individuals become sensitive, healthy persons who take an active role in protecting, maintaining, and improving their health. Students study nutrition, alcohol, drugs, CPR, circulatory system, eating disorders, and fitness.

Foundations of Personal Fitness

*Grade Level:* 9  
*Semesters:* 2  
*Prerequisite:* None  
*Credit:* 0

Our mission as is to facilitate students in improving their quality of life through regular physical activity. This will be accomplished by using a student-centered approach while teaching the psychomotor, cognitive, and affective aspects of physical fitness and demonstrating personal responsibility in all areas of the curriculum. Students will understand the importance of maintaining a healthy lifestyle through physical fitness and activity.

Area 7: College Readiness, Government, Economics, TOK

The 7th course Meridian students take in 10th grade is College Readiness. The 7th course juniors and seniors take is Theory of Knowledge (TOK), U.S. Government, and Economics. The Theory of Knowledge course is divided in two parts. The first part is completed in the spring of the junior year and the second part in the fall of the senior year. Paired with Theory of Knowledge are US Government and Economics, which are taken in the fall of the junior year and spring of the senior year respectively.

College Readiness

*Grade Level:* 10  
*Semesters:* 1  
*Prerequisite:* None  
*Credit:* 1

Meridian College Readiness offer a unique, IB driven and student-centered curriculum. This class will allow students to apply the lessons taught in the Meridian IB Design Continuum to their own interests and future career paths. It is student-led with the teacher acting as a mentor and facilitator. Students will explore and answer questions, such as: What are my career goals? What problems can I solve to improve my experience or that of my community? What do I want out of college? Students will also be exposed to the two college entrance exams. They will take the PSAT in the fall and a proctored mock ACT in the spring. Students will prepare and begin implementing goals towards their long-term college and career plans.

IB DP Theory of Knowledge Semester 1

* *IBDP Course Weight in GPA*

*Grade Level:* 11  
*Semesters:* 1  
*Prerequisite:* None  
*Credit:* 0.5

This course is the first semester of a two-semester IB Theory of Knowledge course,
designed for students in the IB Diploma Program. It begins in the spring semester of the junior year and is completed in the fall semester of the senior year. Through critical thinking and analysis, students will develop connections between major disciplines or Areas of Knowledge, in terms of what accounts for actual knowledge versus mere “knowledge claims”. The Areas of Knowledge are the Arts, History, Ethics and Politics, Mathematics, Natural Sciences and Human Science. Students will also consider cultural perspectives and how these perspectives influence the way that people interpret things and may come to know and/or believe things. The structure of the class will include lectures, debates, a substantial amount of reading and class discussions, and both oral presentations and the writing of several papers. Besides in-class assessments, students work on IB Internal Assessments, and will complete the IB exam in Theory of Knowledge in through the TOK presentation and essay completed the senior year.

Theory of Knowledge Semester 1
Grade Level: 11  
Prerequisite: None  
Semesters: 1  
Credit: 0.5

This course is taught concurrently with the IB Theory of Knowledge course and has a similar curriculum. Students will be challenged to think critically and express their analysis both orally and in writing, but assessment will be less rigorous than in IB TOK. This course begins in the spring semester of the junior year and is completed in the fall semester of the senior year. Through critical thinking and analysis, students will develop connections between major disciplines or Areas of Knowledge, in terms of what accounts for actual knowledge versus mere “knowledge claims”. The Areas of Knowledge are the Arts, History, Ethics and Politics, Mathematics, Natural Sciences and Human Science. Students will also consider cultural perspectives and how these perspectives influence the way that people interpret things and may come to know and/or believe things. The structure of the class will include lectures, debates, a substantial amount of reading and class discussions, and both oral presentations and the writing of several papers. Assessments in this class will not be submitted for the IB Theory of Knowledge exam.

United States Government
Grade Level: 11  
Prerequisite: None  
Semesters: 1  
Credit: 0.5

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

IB DP Theory of Knowledge Semester 2
* IBDP Course Weight in GPA *
Grade Level: 12  
Prerequisite: IB DP Theory of Knowledge S1  
Semesters: 1  
Credit: 0.5

This course is the second semester of the IB Theory of Knowledge course, designed for students in the IB Diploma Program. This course begins in the spring semester of the junior year and is completed in the fall semester of the senior year. Through critical
thinking and analysis, students will develop connections between major disciplines or Areas of Knowledge, in terms of what accounts for actual knowledge versus mere “knowledge claims”. The Areas of Knowledge are the Arts, History, Ethics and Politics, Mathematics, Natural Sciences and Human Science. Students will also consider cultural perspectives and how these perspectives influence the way that people interpret things and may come to know and/or believe things. The structure of the class will include lectures, debates, a substantial amount of reading and class discussions, and both oral presentations and the writing of several papers. Besides in-class assessments, students work on IB Internal Assessment (the TOK presentation) and External Assessment (the TOK essay) for the IB exam in Theory of Knowledge.

Theory of Knowledge Semester 2

Grade Level: 12
Prerequisite: None
Semesters: 1
Credit: 0.5

This course is taught concurrently with the IB Theory of Knowledge course and has a similar curriculum. Students will be challenged to think critically and express their analysis both orally and in writing, but assessment will be less rigorous than in IB TOK. This course begins in the spring semester of the junior year and is completed in the fall semester of the senior year. Through critical thinking and analysis, students will develop connections between major disciplines or Areas of Knowledge, in terms of what accounts for actual knowledge versus mere “knowledge claims”. The Areas of Knowledge are the Arts, History, Ethics and Politics, Mathematics, Natural Sciences and Human Science. Students will also consider cultural perspectives and how these perspectives influence the way that people interpret things and may come to know and/or believe things. The structure of the class will include lectures, debates, a substantial amount of reading and class discussions, and both oral presentations and the writing of several papers. Assessments in this class will not be submitted for the IB Theory of Knowledge exam.

Economics

Grade Level: 12
Prerequisite: None
Semesters: 1
Credit: 0.5

This course combines a study of Economics and of how society maximizes its use of limited resources. This course covers fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics and international economic relationships. Emphasis is placed on the student’s ability to analyze critically and to make decisions that concern public issues.
Group 8: Design and Electives

Design is a required course in the Middle Years Program, and is the 8th course taken by almost all Meridian students in grades 6 through 8. In grades 9 through 12, students have the option of taking an 8th course, or they can have a study hall period.

Design 6
Grade Level: 6
Prerequisite: None
Semesters: 2
Credit: 0
Design 6 is an introductory course to the design cycle consisting of Inquiring and Analysing, Developing a Plan, Creating a Solution, and Evaluating. Design has had a tremendous impact on various, if not all, aspects of our lives. It is the link between innovation and creativity where thoughts are put into action. Solutions to any inquiries or problems can be defined as a model, prototype, product, or system that students have created. One of the most important things to keep in mind regarding design is the focus on the entire design process and not simply the final product.

Design 7
Grade Level: 7
Prerequisite: None
Semesters: 2
Credit: 0
Design 7 seeks to connect with as many disciplines as possible each year, and uses the MYP Design Cycle as a problem-solving method to create improved solutions in a project-based environment. Whether designing a scale model of an early Texas settlement resource management system, determining the proper pace for an audio or video edit, or deciding which letter-font or background best evokes the desired response from a particular target audience, MYP Design students use the same process to help ensure the desired outcome. Classes utilize the Design Cycle Template in order to guide projects through the cycle.

Design 8
Grade Level: 8
Prerequisite: None
Semesters: 2
Credit: 0
Design 8 continues with an interdisciplinary approach to problem solving using the MYP Design Cycle. All work is project-based and a majority of the work is done in groups to ensure maximum exposure to the collaborative process. MYP Design students learn that the design process can be used throughout their academic careers as well as in their daily lives. Classes utilize a Design Cycle Template in order to guide projects through the IB design cycle from introduction of a problem to reflecting on the success of their solution.

Design: Computer Science I
Grade Level: 9-12
Prerequisite: Algebra I
Semesters: 2
Credit: 1
This course is a general introduction to computer programming. Students acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. In this course, students will understand how computers compile and code information. This course integrates the Design Cycle and includes problem-solving techniques, programming methodology, data types, data structures, algorithms and Object Oriented Programming.

Design: Computer Science II
Grade Level: 10-12
Semesters: 2
Prerequisite: Algebra 1, Computer Science I
Credit: 1

Students develop a solid understanding of programming, analyzing problems and expressing solutions with clarity and precision. This course integrates the Design Cycle and includes problem-solving techniques, programming methodology, data types, data structures, algorithms and Object Oriented Programming.

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

Design Technology courses deepen student understanding and application of the IB design cycle and its various uses within digital media production and materials design production. Students analyze and dissect their surroundings, effectively reverse engineering the world in order to better understand their place in it.

Design Technology II
Grade Level: 10-12
Semesters: 2
Prerequisite: Design Technology I
Credit: 1

Design Technology II builds upon skills developed in Design Technology I. This course pushes design students beyond the realm of High School and asks them to think and create as a working designer. Students use solely industry standard methods and techniques as they investigate, plan, create and evaluate their project based curriculum.

IB Diploma Program Design Year 1
* IBDP Course Weight in GPA *
Grade Level: 11
Semesters: 2
Prerequisite: Design Technology I
Credit: 1

This is the first year of the two year IB Diploma Program Design Technology course. Design has resulted in the transformation of human life and society. It gives the creativity of the mind tangible form, and through the application of established design principles, competent design is within the reach of all. In this course, students will further explore and implement the IB Design Cycle that was introduced in previous design courses. They will develop their skills of analysis, design development, synthesis, as they explore topics including: Ergonomics, Resource Management and Sustainable Production, Modelling, Final Production, Innovation and Design, and Classic Design. Additional Higher Level topics may
include: User-centered Design, Sustainability, Innovation and Markets, and Commercial Production.

Personal Financial Literacy

*Grade Level:* 9-12  
*Semesters:* 1  
*Prerequisite:* Algebra 1  
*Credit:* 0.5

Personal Financial Literacy is a one semester elective course. Students will learn the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. Students will analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training.

Physics

This Group 4 course is offered as an elective. See “Group 4: Sciences” for a course description.

Study Hall

*Grade Level:* 9-12  
*Semesters:* 2  
*Prerequisite:* None  
*Credit:* 0

Study Hall is an option for students to use their time on campus for effective study. As with any other course, attendance is mandatory.