



ISLAND PACIFIC ACADEMY

2019-20
Course Guide
Grades 9-12



IPA Curriculum

At ISLAND PACIFIC ACADEMY (IPA), we recognize that when our graduates leave IPA they will enter a world that will look different from the current world in which we live. We believe in fostering a learning environment where students can develop skills which will prepare them for a future unknown. The curriculum at IPA is designed to help students grow and unlock their unique potential and passion, while simultaneously preparing them to be productive, and engaged citizens in an increasingly changing and globalized world. Throughout each of the courses offered at IPA, students will have the opportunity to not only develop skills such as critical and creative thinking, problem-solving, collaboration, communication, and global competence, but will also be challenged to innovate, persevere, set goals, and situate themselves in the school and the greater community. In each course, students will investigate and explore open-ended questions, and be supported in developing questions to further their own understanding. At the core of the curriculum, students are given a space to consider some future world in which they want to live, and be challenged to consider their role in creating that world.

International Baccalaureate Diploma Program (IB DP) & Advanced Placement (AP)

Currently, all IB DP Standard Level (SL) and Higher Level (HL) courses offered for the 2019-2020 academic year are two-year courses. Internal assessments are assigned throughout the junior and senior years. AP courses are one-year courses. Students enrolled in an AP or DP course will have the opportunity to test for placement and possible advanced standing college credit through successful completion of the IB Diploma, IB Course Certificates, and Advanced Placement exams. After the completion of these courses, examinations for both IB DP (Year 2) and AP courses will be administered in May 2020.

2019-20 COURSE DESCRIPTIONS

English: Literature and Rhetoric

ELR 100 Language A – English 9 (Required Freshman Course)

Freshman English immerses students in the world of narrative and story telling through critical engagement with significant texts across a wide variety of genres. This course aims to demonstrate the importance of narrative and story telling in our modern world, particularly as a means of forming and maintaining community, asserting and affirming our individual and cultural identity and, finally, as a means of legitimizing human experience that works toward maintaining an empathetic and thoughtful worldview. By the end of the year, students will be able to engage actively and dynamically with course material through written and oral assessments, which will promote their personal and academic growth as they become active and influential members of their local and global communities.

ELR 200 Language A– English 10 (Required Sophomore Course)

The Grade 10 Literature class stresses the nuance of English language literary analysis, the art of close reading, and necessary writing techniques. Students unpack the author’s language, practice their writing skills, and respond to the reading through analytical and creative tasks. Through discussion and writing students question the art and conflict of living in a way that is both truthful and honest to our dreams, our selves, and our society.

ELR 300 IB DP Language A – English (SL-1)

ELR 305 IB DP Language A – English (HL-1)

This course is designed to mold you into a writer. Armed with the technicalities of five-paragraphs essays and formulaic workbook responses of earlier years that were designed to develop mastery of the basics, this course will be focused on finding your unique authorial voice that will, through revision and discussion, allow you to command a presence and write for any purpose. This course will focus on craft because writing without purpose is pointless, on community because your peers can be your greatest resources, and on vigilance because not being able to effectively say exactly the thing you want to say at the moment you need to say it is a form powerlessness we should all work hard never to fall victim to. Students enrolled in both the SL and HL will read many of the same required texts; however assessments and rubrics will be tailored to the specific requirements of each level. Additionally, students enrolled in the HL course will have additional reading requirements, including a summer reading requirement prior to starting the course.

ELR 400 IB DP Language A – English (SL-2)

ELR 405 IB DP Language A – English (HL-2)



In keeping with the expectations and standards of a college preparatory education, this course is designed to prepare you for writing and reading at the college level. But more than that, this course is designed to build on and continue to refine you into excellent communicators and compassionate thinkers. We will accomplish this by constantly writing, revising, reading and discussing. Having done so, we will have explored the way our identity can be ripped apart and rebuilt, the way our memories create and reshape reality, the way we hope and the way we mourn, the way we connect to one another, and the ways we can live deeply meaningful and passionate lives. Students enrolled in both the SL and HL will read many of the same required texts; however assessments and rubrics will be tailored to the specific requirements of each level. Additionally, students enrolled in the HL course will have additional reading requirements, including a summer reading requirement prior to starting the course.

ELR 401 Advanced Placement English Literature & Composition (12th grade)

After finishing the AP Language course junior year, students will now shift their focus from nonfiction to fiction and poetry. Students continue their study of literary techniques, and like the HL class, apply them to their own writing, mastering various styles of writing. This course will explore philosophical concepts (everything from moral relativism to existentialism and absurdity) through a variety of literary genres. In order to receive an additional college English credit, students will need to take an AP exam in May.

Humanities and Social Science

HSS 100 American History (Required Freshman Course)

In the American History course, students analyze and research the building of the American nation from the Civil War and then concentrate on the emergence of the modern era from the beginnings of the Industrial Revolution in 1870 to the fall of communism in 1989. This course prepares students to employ critical thinking skills, as well as research skills, when looking at fundamental questions concerning the history of the United States, from the proper role of government in a representative democracy to the role of social movements in shaping the character of the American experience. Attention will be paid to the role of the United States in world affairs, as well as examining how economic conditions and policies have shaped the response of government and ordinary citizens alike.

HSS 200 World History (Required Sophomore Course)

The tenth grade Humanities course focuses on building a connection between history and culture to better understand our shared human experience. The course begins with the origins of human civilizations, exploring the viewpoints that helped shape culture and meaning-making, before shifting focus to cultural conflict and the age of colonialism. The course then explores issues of ideology and power around key 20th century historical events before concluding with an investigation into decolonialism. The focus of this course is on various human cultures and the ways that internal and external cultural interaction can be used to better contextualize historical events. This course will also seek to address how issues such as discrimination, cosmology, identity, and power all factor into our perception of history. The readings for this course will be a blend of primary and secondary sources with a focus on creative texts. Students will be expected to understand and express, through individual and group projects and within class discussion, how human culture has shaped historical events and how an understanding of history is fundamentally tied to understanding the context of that history.

HSS 300 IB DP History of the Americas (SL-1)
HSS 305 IB DP History of the Americas (HL-1)

In this Diploma Programme course, students explore North and South American history from the late eighteenth century to the early twentieth century within a global context. Students closely examine both primary and secondary sources in an effort to gain a greater understanding of major social and cultural movements, political ideologies, and important people (both elite and proletariat) during this period. Importantly, while the history of the United States will often serve as a major point of reference, students will engage in comparative analyses of contemporaneous historical developments around the globe. For example, instead of just examining the United States Constitution and the growth of the U.S. government, students study how larger intellectual developments (such as the Enlightenment) impacted similar revolutionary trajectories throughout the Western Hemisphere during the same era. The course's unit on the nineteenth century will analyze the process of industrialization in the United States, trace that uneven



development towards its Civil War, and examine its rise to a global imperial power by the 1890s. The final unit of the year will focus on World War I and its political, social, and cultural effects amongst the major warring powers, minor states, and colonized peoples. Throughout the course, students work towards understanding the practice of history by first understanding the historiography of a given topic (i.e., how historians have investigated that theme in-depth) and secondly by developing analytical and research skills to assess the word of the historian against primary source material.

HSS 400 IB DP History of the Americas (SL-2)
HSS 405 IB DP History of the Americas (HL-2)

In the second year of the History of the Americas course, students study the twentieth century from the end of World War I to the end of the Cold War. Emphasis will be placed on the diplomatic efforts from 1918-1936 at avoiding war and the ultimate failure of these attempts, the various types of wars (limited, guerilla, total, civil) fought throughout the world since 1918, and the effects of these events within the US, particularly in stimulating the Civil Rights and anti-Vietnam War movements. Historical research and analytical skills will be developed as students will assess various historical interpretations of the topics being studied.

HSS 315 IB DP Social & Cultural Anthropology (HL-1)
HSS 415 IB DP Social & Cultural Anthropology (HL-2)

This two-year course will study the differences and commonalities amongst myriad human communities around the globe, how they have been studied by anthropologists in the past and present, and give students insight into the practice of ethnographic fieldwork. After briefly covering the discipline's four primary subfields (cultural anthropology, physical anthropology, archaeology, and linguistic anthropology), their key differences and overlaps, and their application in the real world, students delve further into the field of cultural anthropology from its origins in Europe's nineteenth century imperial project to its methodological redemption during the 1960s and 70s. Using examples from the field's literature and ethnographic films, the course will then trace different ethnographic theories and methodologies employed by cultural anthropologists throughout the twentieth century and examine some of the more infamous debates between these scholars. SL and HL students will be required to write analyses of professional ethnographic fieldwork. HL students will be required to complete an ethnography of their own: conduct their own research in the field, analyze that data, and write out their final analysis.

Mathematics

MAT 100 Mathematics 9 (Required Freshman Course)

Mathematics 9 is designed to help develop students' understanding and application of Algebra I (60%), Geometry (20%), Probability (10%), Statistics (5%) and Trigonometry (5%). The course is organized to encourage students to become aware of the links between mathematics and other subjects; to emphasize different methods of communicating solutions (algebraically, graphically, verbally, etc.) and to allow students to explore their own ideas mathematically.

MAT 200 Mathematics 10 (Required Sophomore Course)

Mathematics 10 is designed to help strengthen the students' understanding and application of Geometry (50%), Algebra I (10%), Algebra II (10%), Trigonometry (10%), Probability (10%), and Statistics (10%). The course topics include quadratic, exponential and logarithmic functions, matrices, probability, statistics, and three-dimensional geometry. The course is organized to encourage students to become aware of the links between mathematics and other subjects; to emphasize different methods of communicating solutions (algebraically, graphically, verbally, etc.) and to allow students to explore their own ideas mathematically.

MAT 325 Applications & Interpretations (SL-1)
MAT 335 Applications & Interpretations (HL-1)

This two-year course is designed for students who are interested in developing their mathematics for describing our world, modeling and solving practical problems using the power of technology. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context. Also, in the second year of this course, students conduct a Senior Project used as the IB Internal Assessment, known as the

Math Exploration. The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

MAT 326 Analysis & Approaches (SL-1)

MAT 336 Analysis & Approaches (HL-1)

This two-year mathematics course is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization. Also, in the second year of this course, students conduct a Senior Project used as the IB Internal Assessment, known as the Math Exploration. The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

MAT 400 IB DP Mathematical Studies (SL-2)

Mathematical Studies SL is a two-year course that focuses on important mathematical topics that are interconnected. The syllabus is organized and structured with the following tenets in mind: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. Also in the second year of Mathematical Studies, students conduct a Senior Project used as the IB Internal Assessment. The course includes project work, a feature unique to mathematical studies SL within group 5. Each student completes a project, based on their own research; this is guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge, and skills acquired during the course. This process allows students to take sole responsibility for a part of their studies in mathematics.

MAT 410 IB DP Mathematics (SL-2)

Mathematics SL is a two-year course that focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigor required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. Also, in the second year of Mathematics Standard Level, students conduct a Senior Project used as the IB Internal Assessment, known as the Math Exploration. The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

MAT 415 IB DP Mathematics (HL-2)

Mathematics HL is a two-year course that focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure and should be intellectually equipped to appreciate the links between concepts in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments. Also, in the second year of Mathematics Standard Level, students conduct a Senior Project used as the IB Internal Assessment, known as the Math Exploration. The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.



MAT 420 AP Statistics Independent Study Elective

AP® Statistics involves the study of four main areas: exploratory analysis; planning a study; probability; and statistical inference. According to the College Board, upon entering this course students are expected to have mathematical maturity and quantitative reasoning ability. Mathematical maturity could be defined as a complete working knowledge of the graphical and algebraic concepts through Math Analysis, including linear, quadratic, exponential, and logarithmic functions. In contrast to many math classes, this course will require reading of the text. This AP Statistics course is taught as an activity-based course in which students actively construct their own understanding of the concepts and techniques of statistics. This course is offered as an independent-study elective course. However, if enrollment is high, it will be offered as a class.

Natural Science

NS 100 Physics and Chemistry (Required Freshman Course)

This introductory Physics/Chemistry course is designed to give the student the tools to understand the physical world around them. The first semester will be devoted to the study of Physics and second semester Chemistry. In Physics, students explore concepts such as force and energy through a hands-on approach. Including projects such as roller coasters and bridge building, students gain an appreciation of the physical world around them. This approach will stimulate the student's higher level cognitive skills and encourage them to see and apply science to their everyday world. For Chemistry, students explore topics such as, elements and the periodic table, chemical bonding, reactions, acids/ bases and organic compounds. Students have hands-on experiences through lab experiments and both group and individual presentations. Technology will be an integral component of this course with students researching and presenting information gathered throughout the world.

NS 200 Biology (Required Sophomore Course)

This Biology course is intended to develop student's understanding and appreciation of the biological world around them. The course will introduce life at the cellular level to include organelles and cellular processes. From there students explore several simple animals including the earthworm, grasshoppers, and frogs. Each will include a dissection lab. The course culminates with students exploring several of the human body systems and concludes with a dissection of a fetal pig. Being a second-year science course, a continued emphasis will be placed laboratory procedures and lab reports.

NS 300 IB DP Chemistry (SL-1)

NS 400 IB DP Chemistry (SL-2)

Chemistry deals with the fundamental nature and reactions of matter. It is the core science that forms the basis of our understanding of both biological systems and our physical world. In this course, students study a wide range of topics. Students will seek to develop an understanding of atomic structure and use this knowledge to predict and explain properties of matter. There is a large practical aspect to this course, including the investigative laboratories, which allow students to develop a range of experimental skills and an appreciation of the scientific method.

NS 304 IB DP Biology (SL-1/HL-1)

NS 404 IB DP Biology (SL-2)

NS 405 IB DP Biology (HL-2)

Biology is the study of life. This course explores plants, humans and other animals, and how they interact with their ecosystem. This course is lab intensive and will involve hands-on laboratory investigations that will enhance the concepts learned throughout the course. The intent of this course is for students to develop a range of experimental skills and an appreciation of the scientific method.

NS 310 IB DP Physics (SL-1)

NS 410 IB DP Physics (SL-2)

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the smallest particles to the vast galaxies and universe they occupy. Classical physics is built upon Newtonian mechanics,



electromagnetism and thermodynamics, with modern physics, waves and optics rounding out the topics. This course stresses both theory and experimentation that allows students to develop traditional practical skills and techniques as they increase their use of mathematics, which is the language of physics. Above all, physics is a human activity nature's relationships and is approached as such.

NS 315 AP Physics 1

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

NS 415 AP Physics 2 (Prerequisite: AP Physics 1)

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. This course framework is structured around the "big ideas" of physics, which encompass core scientific principles, theories, and processes of the discipline.

Physical Education

PE 100 Physical Education – High School (Required 9th grade course, elective course for 10th)

High School Physical Education allows students to continue their growth within a group while establishing themselves as leaders in different areas. Students work on the skills and understanding necessary to participate successfully in a variety of physical activities. The focus of team and individual sports change from participation and execution to more of a mindset of learning, practicing, refining, adapting and reacting to change. Students are encouraged to use critical thinking to solve different situations and create new games/sports. Strength training, cardio, and non-traditional fitness is also introduced. Reflection essays, performance tasks, oral and visual assessments are some of the ways in which students demonstrate their understanding. Overall, the goal is for students to deepen their interest in and enjoyment of all aspects of physical activities and health.

Technology Design

VPA 210 Jewelry & Metalsmithing

This course explores both the technical and conceptual aspects of modern metalsmithing and jewelry making. Students will learn a number of basic jewelry making techniques including sawing, filing, torch soldering, scoring, linkages, hollow construction, wire construction and more. In addition, discussions will be held on contemporary, historical and conceptual jewelry making traditions. (Can count as either an Art or Tech class)

TD 200 Publishing

This course is an in-depth coverage of desktop publishing terminology, text editing, and use of design principles. Emphasis is on layout techniques, web design, multiple page displays, and business applications. In this course, students will be taking the lead on designing and creating IPA's Yearbook.

TD 295 Digital Media

In Photography and Film Making, students learn the basics of photographic composition and lighting, the basics of using a digital camera and the basics of preparing a digital darkroom. Students also learn basic color theory and the fundamentals of image processing. In addition to photography, this course also provides students with a foundation in film making. Students will have the opportunity to develop projects related to film, including the creation of Public Service Announcements, short films, and stop motion. This course takes a collaborative approach to all projects with

students working in project teams throughout the course. With each project, students will have the opportunity to fulfil a variety of roles, such as directing, editing, filming, etc. Students create and walk away with a basic portfolio (including both photography and video works) to present for college admission or future career interests. Students must be self-motivated and desire to create work (both photography and video) that is both challenging and innovative. This class focuses not only on individual skills and creative confidence, but also on taking a communal approach to art making and appreciation.

TD 255 Graphic Design

This course focuses on the procedures commonly used in the graphic communication and design industries. Students gain experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic communications. Students taking this course also gain experience with Adobe Creative Suite, including but not limited to Photoshop, Indesign, Illustrator, Premiere Pro, and more.

TD 265 STEM Academy: AP Computer Science – Principles

This course uses Code.org’s Computer Science Principles (CS Principles) curriculum approved by The College Board. The curriculum is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. Students enrolled in this course will be prepared for and can elect to take the AP Computer Science exam.

TD 285 STEM Academy: Introduction to Engineering Design

This Design and Technology course provides students the opportunity to apply Science, Technology Engineering and Mathematics (STEM) principles toward the investigation of Civil, Mechanical and Electrical engineering. Students develop independent and group problem-solving skills while participating in this project-driven curriculum. Design Thinking comes to life through hands-on activities culminating in a final project that features design elements from each of the three major disciplines.

TD 485 STEM Academy: Advanced Engineering Design

This Design and Technology course provides students the opportunity to expand on knowledge and experiences acquired in the Engineering Disciplines course (a prerequisite for this course). Students enrolled in this course work collaboratively to engineer solutions/products designed to benefit their communities. Students also have the opportunity to pursue an engineering “passion” project of their choice.

Visual and Performing Arts

VPA 210 Jewelry & Metalsmithing

This course explores both the technical and conceptual aspects of modern metalsmithing and jewelry making. Students will learn a number of basic jewelry making techniques including sawing, filing, torch soldering, scoring, linkages, hollow construction, wire construction and more. In addition, discussions will be held on contemporary, historical and conceptual jewelry making traditions. (Can count as either an Art or Tech class)

VPA 215 Ceramics

This course focuses on the development of the student's creativity, craftsmanship and artistic vocabulary through the study, creation and discussion of two-dimensional and three-dimensional artwork. Students have the opportunity to further explore their artistic self-expression by exploring a range of art, including drawing, painting, and collage. This class emphasizes ceramics, which includes: construction styles and methods, figurative sculpture- animal and human sculpture, wall sculpture with installation, mix media and large kiln firing. Students use artistic perception in processing, analysis and responding to all sensory information through the language and skills unique to ceramics.

VPA 415 Ceramics Open Studio (11th & 12th Grades)



This Ceramics Open Studio course for Juniors and Seniors, explores the role of ceramic art as an expression of culture throughout history. The study of ceramic art provides students with opportunities to develop and nourish higher level thinking. Skills associated with artistic thinking include the ability to see clearly, analyze, reflect, problem solve, forge to make connections as well as information and generate new ideas from diverse sources. Various hand building techniques and forms will be used to create projects in which students use clay as the artistic medium. Hands-on ceramic art and pottery making with local guest artist workshops will include discussions on various aspects and inquiries pertaining to careers in fine arts. Visiting artists will engage with students through studio visits and critiques. Student will build a portfolio of their work as part of the course curriculum.

VPA 235 Visual Art Exploration

This course is a two-year rotation open to freshmen and sophomores and focuses on the development of the students' creativity, craftsmanship and artistic vocabulary through the study, creation and discussion of two-dimensional and three-dimensional artwork. Students have the opportunity to further explore their artistic self-expression by exploring a wide range of art making (including, but not limited to: drawing, painting, sculpture, printmaking, collage, etc.). Students review technical skills, but mostly focus on using the elements of art and principles of design to create art that explores new ideas and utilizes experimental art-making. The class is less concerned about the final product, rather, it focuses on the experimental, trial and error process and allows students the freedom to try new styles, techniques and propose new ideas. It's not about the destination, but the journey!

VPA 435 Visual Arts Open Studio (11th & 12th Grades)

This course is for Juniors and Seniors who would like to have a venue for creative expression and want to challenge themselves in an artistic way. This course is designed to provide students with a lifelong appreciation for the arts, as well as provide the time and instruction for the student to explore different types of art-making. Along with studio work, the students also maintain a workbook that includes research, sketches, and reflections as part of the creative process. The class emphasizes practice in the use of various media, the acquisition of techniques, the mature development of ideas, and the ability to relate to all forms of art in their many social and historical contexts. A student does not need any previous experience with art to take this class.

VPA 300	IB DP Visual Arts (SL-1)
VPA 400	IB DP Visual Arts (SL-2)
VPA 305	IB DP Visual Arts (HL-1)
VPA 405	IB DP Visual Arts (HL-2)

IB Visual Arts is a two-year course for students who take a particular interest in the Visual Arts. This course is both designed to provide students with a lifelong appreciation for the arts, as well as provide excellent preparation for students who pursue post-secondary studies in the arts. This course has specific criteria set for both Studio Work and the Investigation Workbook which are clearly defined and quite demanding. The IB Visual Arts course stresses practice in the use of various media, the acquisition of techniques, the mature development of creative ideas and the ability to relate to all form of art in their many social and historical contexts. This course will be completed over two full school calendar years

VPA 245 Beginning Instrumental Ensemble

This course is designed for students who have little to no prior musical experience at the high school level. Students are assigned instruments based on their prior ability (if any) and interest. Students may be required to rent their own instrument depending upon instrument availability. Students will also be asked to purchase a mouthpiece, woodwind reeds, sax neck strap, guitar picks, or drumsticks – pending assigned instrument. Along with weekly rehearsals and a culminating performance, the students continue their music education by focusing on Music Theory, History, Ethnomusicology, Expression/Timbre, Composition, and Performance. Students who excel or are awarded leadership roles in Beginning Instrumental Ensemble will have the opportunity to take Advanced Band or Advanced Orchestra the following year.

VPA 445 Advanced Band

Advanced Band participants must have a minimum of one year experience in Beginning Instrumental Ensemble (or, prior experience with an instrument) to participate and must have the instructor's approval before registering for this course. Along with weekly rehearsals and a culminating performance, the students continue their music education by focusing on Music Theory, History, Ethnomusicology, Expression/Timbre, Composition, and Performance. Students



demonstrate their growth in musical technique and skill through performances in the IPA music concerts and events throughout the school year.

VPA 450 Advanced Orchestra

Advanced Orchestra participants must have a minimum of one year of experience in Beginning Instrumental Ensemble (or, prior experience with an instrument) to participate and must have the instructor's approval before registering for this course. Along with weekly rehearsals and a culminating performance, the students will continue their music education by focusing on Music Theory, History, Ethnomusicology, Expression/Timbre, Composition, and Performance. Students will perform in the IPA music concerts.

VPA 155 Theater Arts 1 (9th Grade)
VPA 255 Theater Arts 2 (10th Grade)

Theatre Arts 1 is for upper school grade 9 students and Theatre Arts 2 is for upper school grade 10 students. The course is built on a two year rotation and emphasizes artistic perception and creative expression. Students are trained in the fundamental skills of theatre arts, including improvisation techniques, creative drama, body control, voice, diction, pantomime, learning of lines, creation of character, projection of ideas and emotions and acting of scenes from plays. It includes dramatic play, story enactment, imagination journeys, theatre games, puppeteering, storytelling, role playing, fencing, hand to hand stage combat, and technical theatre.

VPA 355 Theater Arts 3 (11th Grade)
VPA 455 Theater Arts 4 (12th Grade)

Theatre Arts 3 is an upper school grade 11 course and Theatre Arts 4 is an upper school grade 12 course. Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks, and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. This multifaceted course gives students the opportunity to make theatre as creators, designers, directors, and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. This course runs in conjunction with the Diploma Program Course. Theatre 3 and 4 students utilize simplified DP assessments.

VPA 320 IB DP Theatre (SL-1)
VPA 325 IB DP Theatre (HL-1)

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks, and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. This multifaceted course gives students the opportunity to make theatre as creators, designers, directors, and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. Students learn to appreciate that through the processes of researching, creating, preparing, presenting, and critically reflecting on theatre—as participants and audience members—they gain a richer understanding of themselves, their community, and the world. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

VPA 420 IB DP Theatre (SL-2)
VPA 425 IB DP Theatre (HL-2)

Theatre is about transformation. It is the application, through play, of energy and imagination to frame, reflect, expose, critique, and speculate. The second year of this course is designed to encourage students to examine theatre in its diversity of forms from around the world. This may be achieved through a critical study of the theory, history, and culture of theatre, and students will find expression through workshops, devised work or scripted performance. Students will come to understand that the act of imagining, creating, presenting and critically reflecting on theatre in its past and present contexts embodies the individual and social need to investigate and find explanations for the



world around us. The theatre course emphasizes the importance of working individually and as a member of an ensemble. Students are encouraged to develop the organizational and technical skills needed to express themselves creatively in theatre. A further challenge for students following this course is for them to become aware of their own perspectives and biases and to learn to understand and value those of others. This requires a willingness to understand alternative views, to respect and appreciate cultural diversity, and to see the varied role that theatre plays in reflecting these.

World Languages

**World language placement is based on instructor recommendations.*

WL 201b Japanese Level 1

This course is for students with little to no prior experience with the Japanese language at the high school level. This course is designed to introduce the basics of the Japanese language and understanding of Japanese culture. Students will develop multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication. Students are introduced to the integration of language and cultural knowledge to communicate their personal perspectives on topics such as self-introduction, daily life, celebration, getting around etc. Students are expected to apply their knowledge to unfamiliar situations. The course also fosters curiosity, inquiry and a lifelong interest and enjoyment in language learning. By the end of this course, students aim to become an emergent communicator in Japanese. Students also learn Japanese writing systems (Hiragana and Katakana).

WL 202b Japanese Level 2

This course is designed to build the foundation of the Japanese language and understanding of Japanese culture. Students nurture their multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication. This course offers insight into the cultural characteristics of Japan as well as comparison to the students own culture. Students develop the integration of language and cultural knowledge to communicate their personal perspectives on various topics such as myself, health, leisure, entertainment, and environment etc. Students are expected to apply their prior knowledge to unfamiliar situations. The course also fosters curiosity, inquiry, and a lifelong interest and enjoyment in language learning. By the end of this course, students aim to communicate effectively in Japanese.

WL 203b Japanese Level 3

This course is designed to develop the Japanese language and understanding of Japanese culture. Additionally, this course is intended to develop the student's understanding of the Japanese language through various forms of mediums. In writing, students explore their ideas through weekly journals and project essays. Grammar, vocabulary, and kanji are introduced weekly to further strengthen one's ability to communicate in Japanese. Students also participate formally and informally in group and individual oral presentations to develop their abilities as both speakers and listeners. Technology is an important component of the course, used in writing essays, email messages and texting in Japanese.

WL 310b IB DP Japanese Ab Initio (SL-1)

WL 410b IB DP Japanese Ab Initio (SL-2)

Japanese ab initio is a two-year course which allows students to develop the knowledge and skills necessary to communicate effectively in Japanese in a variety of everyday situations and authentic contexts. Developing proficiency in Japanese allows students to gain access to and develop respect for Japanese-speaking cultures, thus contributing to the holistic development of the student. Study of the language balances the four language skills of speaking, listening, reading and writing. This course aims to develop intercultural awareness through the study of the diverse practices, perspectives and contributions of Japanese-speaking cultures and communities. Contextualized language learning and communication-based tasks allow students to develop a strong foundation in Japanese and build essential language-acquisition skills that enables them to successfully pursue further language study.

WL 320b IB DP Japanese (SL-1)

WL 420b IB DP Japanese (SL-2)



Japanese B-SL course develops students' intercultural understanding and an awareness of the relationship between the languages and cultures with which students are familiar. The course encourages, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives, in this course, Japanese culture and society. The course enables students to understand and use Japanese in a range of contexts and for a variety of purposes. The core topics are 1) Communication and media, 2) Global issues, and 3) Social relationships. In addition, two from the following five will be covered as well: 1) Cultural diversity 2) Customs and traditions 3) Health 4) Leisure 5) Science and Technology. Students are expected to apply their prior knowledge to unfamiliar situations. By the end of this 2-year course students aim to become a capable communicator in Japanese. Students learn approximately 400 Kanji, reading various text types in Japanese, producing written assignment of 600-800 characters, and engage in Japanese oral communication for various purposes.

WL 201c Papa 'Ōlelo Hawai'i Level 1

In this 'Ōlelo Hawai'i (Hawaiian Language) course, students learn to communicate in Hawaiian through an emphasis on speaking, listening, writing, reading, and cultural understanding. Students enrolled in this course learn greetings, basic language structure, and vocabulary. With an emphasis on place-based learning, students have the opportunity to learn about Hawaiian language and culture through learning trips to places around the island. This course is for students with little to no prior experience with the Hawaiian language at the high school level.

WL 202c Papa 'Ōlelo Hawai'i Level 2

This course is designed to build the foundation of the Hawaiian language and understanding of Hawaiian culture. Students nurture their multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication. Students develop the integration of language and cultural knowledge to communicate their personal perspectives on various topics such as self, health, leisure, entertainment, and environment etc. Students are expected to apply their prior knowledge to unfamiliar situations. The course also fosters curiosity, inquiry, and a lifelong interest and enjoyment in language learning. With an emphasis on place-based learning, students have the opportunity to learn about Hawaiian language and culture through learning trips to places around the island.

WL 201a Spanish Level 1

This course is for students with little to no prior experience with the Spanish language at the high school level. Students are exposed to the Hispanic Culture and will learn basic vocabulary and grammar to communicate with peers and teacher. This course emphasizes a holistic approach to language study, which promotes a clear understanding that all knowledge is interrelated.

WL 202a Spanish Level 2

This course enhances the skills learned in both the Foundations and Level 1 course. Students review grammar in a more comprehensive manner. Students are also introduced to new advanced grammar concepts and verb tenses. There is an emphasis on more complex reading selections that may include contemporary and/or traditional literature. Writing becomes more formal and includes essay writing. Students develop a greater understanding for the culture of the target language through the knowledge of the geography and history of the culture.

WL 203a Spanish Level 3

The objective of this course is to refine language learned in previous levels through an intensive review of grammatical structures, and in-depth study of Hispanic art and a broad study of the cultures of the Spanish speaking world with an introduction to short stories.

WL 301a Spanish Level 4

In Level 4 students will review and use their knowledge of grammar through Spanish literature. One goal of this class is to have students describe, narrate, and present information and/or persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation of two to three minutes in length. Another important goal is to learn how to write a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal, academic, cultural, or social issue with control of grammar and syntax.

WL 401a Spanish Level 5



This course is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advance level. Students who enroll should already have a basic knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language.

WL 310a IB DP Spanish Ab Initio (SL-1)
WL 410a IB DP Spanish Ab Initio (SL-2)

Spanish ab initio is a two-year Standard Level (SL) course designed for students with little or no prior experience of learning Spanish. This course aims to develop intercultural awareness through the study of the diverse practices, perspectives and contributions of Spanish-speaking cultures and communities. Contextualized language learning and communication-based tasks will allow students to develop a strong foundation in Spanish and build essential language-acquisition skills that will enable them to successfully pursue further language study.

WL 320a IB DP Spanish (SL-1)
WL 420a IB DP Spanish (SL-2)
WL 325a IB DP Spanish (HL-1)
WL 425a IB DP Spanish (HL-2)

Spanish B is a language acquisition two-year course developed at two levels—standard level (SL) and higher level (HL) for students with some background in Spanish. This course allows students refine their ability to communicate in Spanish through activities that integrate reading, writing, speaking, and listening skills. They increase their understanding of the Spanish-speaking world through the study of a variety of topics, including environment, health, social issues, popular culture, and politics. Students learn about Spanish-speaking cultures and develop international-mindedness by reading literary selections from a variety of genres and by reading and reporting on current issues from authentic news sources, including periodicals and the internet.

Core IB Course

TOK 300 IB DP Theory of Knowledge (yr 1)
TOK 400 IB DP Theory of Knowledge (yr 2)
(Required for Full IB Diploma candidates and an elective for 11th & 12th)

TOK is a two-year course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all Diploma Programme schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects support each other in the sense that they reference each other and share some common goals. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore knowledge questions. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge. While there are arguably many ways of knowing, the TOK course identifies eight specific ways of knowing (WOKs) which include language, sense perception, emotion, reason, imagination, faith, intuition, and memory. Areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge: mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems.

Embedded in the TOK course are structures and supports for students’ skill development in essay writing for both the required TOK essay and the Extended Essay. The Extended Essay is an independent, self-directed piece of research, which results in a 4,000 word paper. The Extended Essay provides students with practical preparation for undergraduate research, as well as further develop their capacity analyze, synthesize, and evaluate knowledge.



Electives (10th-12th grades)

ELCT 313 Visual Texts: How film and comics tell stories through image
(FALL SEMESTER COURSE)

This course will study visual texts, primarily focusing on film and comics (graphic novels), to explore the unique ways stories are told through image, sound, and language. Following a detailed background study of film and comic techniques - such as framing, action, scene construction, and pace - this class will engage with a number of texts from different genres, discussing the power of image as a storytelling tool. We are going to watch movies and read comics, all the while digging deep into particular texts through detailed analysis, focused discussion, and creative engagement. Towards the end of the semester, students will be encouraged to pursue their own passions in regard to visual texts: creating new works, analyzing works of their choosing, or proposing their own projects.

ELCT 314 The Atomic Age: Cold War, apocalypse fiction, and how the bomb changed everything
(SPRING SEMESTER COURSE)

This course will explore how the discovery and implementation of the atomic bomb profoundly affected history, society, and artistic expression. The semester will begin with a thorough investigation into the development of atomic weaponry throughout the Cold War, exploring the ways global politics shifted within a world of mutually-assured-destruction. This historical background will inform a study into artistic expression throughout the century, exploring everything from Dr. Strangelove to Ernst Neizvestny, with a focus on discussing culture in a time of increased global tension. After the historical framework we will transition to exploring apocalypse fiction, from zombies to natural disasters, discovering how our modern conception of the potential end of humanity is, ultimately, born out of atomic fears.

While the subject material for this course is certainly serious, this should be a fun, active, and engaging course that seeks to explore the ways that humans come to consider some of the gravest questions we face. The class will culminate with each student creating their own personal project, anything from an historical interpretation to a short film or story, that considers some aspect of our discussion. This course will prepare students for multi-disciplinary college courses and for advanced academic interpretation. Students do not need any prior experience in the topics. The goal here is to deepen our understanding of the world around us while also developing critical thinking strategies, analytical and synthesis techniques, and strong academic voices.

ELCT 315 Ethics
(FALL SEMESTER COURSE)

This elective course will be a philosophical and practical look into the field of ethics. We will address the question, "how does one determine right and wrong?" We will use history, politics, and pop culture to help us answer this question. Primary texts will come from famous Western philosophers: Jeremy Bentham, John Stuart Mill, Immanuel Kant, Aristotle, John Rawls, and Robert Nozick. We will finish the course by looking at how we use ethical considerations in real-world scenarios, also known as applied ethics. This course will be heavily project-based with an emphasis on technology, e.g. podcasting, book publishing.

Internships (10th-12th Grades)

LDR 400 Leadership Internship

This independent-study course provides students with the opportunity to analyze and develop leadership at three different levels: individual leadership, organizational leadership, and team leadership. Students will further develop their skills in the areas of decision making, goal setting, problem-solving, organization and time management, as well as effective communication. Students enrolled in the Leadership Internship course are expected to take responsibility and initiative in making a difference in their community through the development and implementation of a student-led project(s) and will assist the Student Activities Coordinator in coordinating school-wide events.

