



COLORADO SPRINGS SCHOOL DISTRICT 11
Achievement, Learning, & Leadership

NEW COURSE

REQUEST FOR APPROVAL

FALL 2021



COLORADO SPRINGS SCHOOL DISTRICT 11
Achievement, Learning & Leadership

NEW SECONDARY COURSE
REQUEST FOR APPROVAL
FALL 2021

HIGH SCHOOL LEVEL

Course Name:	Outdoor and Expeditionary Science
Course Codes:	SC.OUTDOOR
State Course Code:	03212
Subject/Department:	Science
Course Length:	One (1) Semester
Grade:	9-12
Prerequisite:	Biology
Credits per Semester:	(1) Science Elective
Course Description:	<p>This course emphasizes real-world learning: students learn not just about the world but also directly from the world and for the world. Our expedition course begins with big questions, big issues in the world, then we explore the content in a multidisciplinary way. These deep, focused units are more akin to learning in college and life. The course is also hands-on, project-based, and student-centered. Students work on real-world projects, interview experts, and conduct original research. Students regularly learn in our outdoor classroom, have field trips "in the field," across town, etc... As a result, students develop the skills and habits they need to be ready for college and life.</p>



Instructions for content facilitator:

Please fill out the course information referencing the request submission. Add any comments needed and sign. Then route to secondary EDSL for signature. Once signature have been obtained, submit to the Director of Curriculum and Instruction; Achievement, Learning and Leadership for final review.

Cut and paste information from the request form here:

Content Facilitator Name/Role: Darian Founds, K-12 Science and Health Facilitator	Content Area: Science	Date: 09/27/2021
If this request originated by a staff member other than the content facilitator listed, please list their name and role or leave blank. Steve Ottmer, Science Teacher, Coronado High School		

Course Title (if this is a deletion request, provide the current details):

Outdoor and expeditionary science

Course Length:

1 semester

Course Code:

SC.OUTDOOR

State Course Code/SCED:

03212

Subject/Department:

Science

Grade:

9-12

Prerequisite:

Biology

Credits per Semester:

Science elective, general elective

Course Description:

The course has 4 distinct units. Each unit will include...


- Overarching idea(s)
- Personalized and project-based learning
- Collaboration with local community partners
- Expert guest speakers
- Real world application of content
- End of unit performance assessment
- Based in Colorado State Standards
- Focused on D11 graduate profile skill acquisition
- Unique outdoor learning locations around the Pikes Peak region
- Local field trips
- 7 volunteer hours per semester
- Once per semester – multi-day expeditionary learning opportunities (hiking, camping, rafting, etc...)


NEW COURSE OR COURSE CHANGE REQUEST

Is this a new course?	YES: X <input type="checkbox"/> NO: <input type="checkbox"/>
Is this a course change?	YES: <input type="checkbox"/> If yes, Please specify the change: NO: X <input type="checkbox"/>
Is this a course deletion?	YES: <input type="checkbox"/> NO: X <input type="checkbox"/>
Will this course require submission to NCAA Clearinghouse? (all Math, ELA, Science, SS, WL courses are required)	YES: <input type="checkbox"/> NO: X <input type="checkbox"/>

Please share any additional context if needed

SIGNATURES

The Content Facilitator: Name: _____ Date: 09/27/2021 Darian Founds Signature: 	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

The Executive of School Leadership: Name: Sherry Kalbach Date: 10/15/21 Signature: 	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

The Director of Curriculum and Instruction: Name: KAROL GATES Date: 10/15/21	
--	--

NEW COURSE OR COURSE CHANGE REQUEST

Signature:	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

BIODIVERSITY UNIT (1)

OVER ARCHING QUESTION

What similarities and differences are there in biodiversity in the following areas...

1. Urban open space
2. National Forest
3. National Forest after fire

COMMUNITY PARTNERS



SKILLS AND STANDARDS

CDE Standards LS 1,2,3,4 ESS2

CDE cross cutting concepts 1,4

CDE prepared graduate skills 3,6,11

D11 graduate profile skills; skilled communicator, empowered citizen, innovative problem solver, critical thinker

CONTENT

Students will...

- make observations in three different environments; urban open space, National Forest, National Forest after a forest fire
- learn different types of surveying methods
- learn how to identify and scientifically name different grasses, trees, shrubs, vertebrates, invertebrates, moss, fungus
- identify invasive, native and endemic species
- measure abiotic factors such as soil moisture / pH levels
- measure / survey the amounts and types of organisms in the three different designated locations.
- set up wildlife cameras in all three areas to observe / identify wildlife in their natural habitat
- test social / emotional behaviors of birds in all three locations

Community partners will...

Colorado Division of Wildlife

- Teach students about common wildlife found in Colorado Springs and the surrounding foothills.
- Teach students how to recognize different animals using animal tracks
- Proper usage of wildlife cameras

U.S. Forest Service

- Teach students how to identify common trees, grasses and shrubs in our region
- Show students how to identify native, invasive and endemic plant species in our region
- Tour recommended areas with National Forest

PERFORMANCE ASSESSMENT

Students will make an official report to city administrators about the health of biodiversity in the Colorado Springs Region. This report will include summaries, data, graphs, charts, and recommendations of how to help biodiversity.

Unit timeline: 7-8 weeks

SKILLS AND STANDARDS

CDE Standards LS 2, ESS2, ESS3, PS1, PS3

CDE cross cutting concepts 2,3,4,5

CDE prepared graduate skills 2,6,10,11

D11 graduate profile skills; innovative problem solver, empowered citizen, empathetic collaborator, critical thinker

CONTENT

Students will...

- learn about weather forecasting from NWS scientists
- discover how climates in the past are studied using tree rings, fossilized leaves and ice cores
- learn how our geology / geography affects our weather
- predict the weather of specific locations
- learn about wild fires in Colorado
- survey and soil sample areas inside and outside of the Waldo Canyon burn scar.
- learn about wind power in Colorado then will visit a local wind turbine site
- design and test their own wind turbines to maximize energy production

Community partners will...

National Weather Service

- Provide instruction for students to become a certified citizen storm spotter

U.S.G.S.

- Teach students local geology and why it is unique
- Show students the benefits and drawbacks of wind energy

National Ice Core Laboratory

- Teach students how ice cores are used to discover about past climates
- Give students a tour of the National Ice Core Laboratory in Denver

PERFORMANCE ASSESSMENT

Students will design and test their own wind turbine. Through trial and error and collecting qualitative and quantitative data, they will continue to perfect their prototypes. They will then submit their final prototypes to a wind energy expert for analysis and feedback. Finally, they will make a map using local geology and weather to decide where in El Paso County their turbine should be located. Unit timeline: 7-8 weeks

GEOLOGY AND LAND MANAGEMENT (3)

OVER ARCHING QUESTION

How does land management and geology of the Rockies affect our daily lives?

COMMUNITY PARTNERS



SKILLS AND STANDARDS

CDE Standards LS 2, ESS2, ESS3, PS3

CDE cross cutting concepts 2,3,4,5

CDE prepared graduate skills 1,3,10,11

D11 graduate profile skills; academically ready, empowered citizen, empathetic collaborator, critical thinker

CONTENT

Students will...

- learn about water conservation (proactive ways in the past and what needs to be done in the future).
- read and discuss using Socratic seminars "Cadillac Desert"
- discuss current news articles regarding the western US "running out of water"
- learn how the Western US is being affected by water shortages and the first ever emergency water declaration for the Colorado River system
- learn the history of water rights on Western US rivers
- critically exam the pros and cons of damming rivers in the West.
- learn why trout habitats are being threatened
- life cycle of a trout including hatching, growing and releasing trout

Community partners will...

Colorado Division of Wildlife

- Teach students about life cycle of trout
- Teach students how climate change is affecting trout populations
- Provide trout eggs for students to grow in our classroom
- Guide tour of local fish hatchery

CSU utilities conservation and environmental center

- Teach students about local water issues(quality, quantity, sanitation, salinity, conservation, where it comes from, how we get it here).
- Tour local water treatment plant
- Tour CSU xeriscape garden

WATER IN THE WEST UNIT (2)

OVER ARCHING QUESTION(S)

How does water affect life in the Western United States? What implications will this have for all of us in the future?

COMMUNITY PARTNERS



PERFORMANCE ASSESSMENT

Students will design a plan for a home (appliances, faucets, showers, landscaping, etc..) that uses 25 gallons of water per person / day. Colorado averages 111 gallons per person a day in a 4 person home.

Unit timeline: 7-8 weeks

SKILLS AND STANDARDS

CDE Standards LS 2, ESS2, ESS3, PS3

CDE cross cutting concepts 2,3,4,5

CDE prepared graduate skills 1,3,10,11

D11 graduate profile skills; academically ready, empowered citizen, empathetic collaborator, critical thinker

CONTENT

Students will...

- learn about water conservation (proactive ways in the past and what needs to be done in the future).
- read and discuss using Socratic seminars "Cadillac Desert"
- discuss current news articles regarding the western US "running out of water"
- learn how the Western US is being affected by water shortages and the first ever emergency water declaration for the Colorado River system
- learn the history of water rights on Western US rivers
- critically exam the pros and cons of damming rivers in the West.
- learn why trout habitats are being threatened
- life cycle of a trout including hatching, growing and releasing trout

Community partners will...

Colorado Division of Wildlife

- Teach students about life cycle of trout
- Teach students how climate change is affecting trout populations
- Provide trout eggs for students to grow in our classroom
- Guide tour of local fish hatchery

CSU utilities conservation and environmental center

- Teach students about local water issues(quality, quantity, sanitation, salinity, conservation, where it comes from, how we get it here).
- Tour local water treatment plant
- Tour CSU xeriscape garden

WATER IN THE WEST UNIT (2)

OVER ARCHING QUESTION(S)

How does water affect life in the Western United States? What implications will this have for all of us in the future?

COMMUNITY PARTNERS



PERFORMANCE ASSESSMENT

Students will design a plan for a home (appliances, faucets, showers, landscaping, etc..) that uses 25 gallons of water per person / day. Colorado averages 111 gallons per person a day in a 4 person home.

Unit timeline: 7-8 weeks

PROFILE

D11 science teacher 20 years

Currently at Coronado H.S.

Taught many different disciplines of science

Organized daily fieldtrips throughout the area

Developed curriculum for D11 and UCCS

Helped organize and carryout multi-day experiential trips throughout Colorado and Utah

STEVE OTTMER

PHONE:
719-491-2279

EMAIL:
Steve.ottmer@d11.org



OUTDOOR AND EXPEDITIONARY SCIENCE

HIGHLIGHTS

The course has 4 distinct units. Each unit will include...

- Overarching idea(s)
- Personalized and project-based learning
- Collaboration with local community partners
- Expert guest speakers
- Real world application of content
- End of unit performance assessment
- Based in Colorado State Standards
- Focused on D11 graduate profile skill acquisition
- Unique outdoor learning locations around the Pikes Peak region
- Local field trips
- Once per semester – multi-day expeditionary learning opportunities (hiking, camping, rafting, etc...)

UNITS

Unit 1 Biodiversity of Colorado Springs

What similarities and differences are there in biodiversity in three different areas around the Pikes Peak region

Unit 2 Water in the West

How does water affect life in the Western United States? What implications will this have for all of us in the future?

Unit 3 Geology and Land Management

How does land management and geology of the Rockies affect our daily lives?

Unit 4 Citizen Science Project

How will you incorporate your passions, your content and skills developed this year to become a citizen scientist?

Outdoor Education – Research Summary

Research on outdoor education is synthesized below. Links to specific research papers and summaries are provided at the bottom.

School performance increases when children learn outdoors¹

A number of studies have documented increased school performance through outdoor education. Research has documented increased standardized test scores, enhanced attitude about school, improved in-school behavior, improved attendance and overall enhanced student achievement when students learn in and about nature. In addition, outdoor education effectively employs a greater range of children's intelligences. Many researchers attribute the increase in performance to increased relevance and hands-on experience of learning outdoors.

Learning outdoors is healthy²

Learning outdoors is active and increases students' physical, mental and social health. Some studies have even shown follow-up (e.g., non-school) physical activity increases with outdoor learning. Access to nature has also been shown to decrease the symptoms of ADHD. Outdoor learning and access to nature also decrease stress levels of students and teachers.

Learning outdoors supports child development³

Children greatly benefit developmentally from being outdoors. Outdoor education and play support emotional, behavioral and intellectual development. Studies have shown that students who learn outdoors develop: a sense of self, independence, confidence, creativity, decision-making and problem-solving skills, empathy towards others, motor skills, self-discipline and initiative.

Teaching and learning outdoors is fun⁴

Often, the outdoors provides a change of pace from the classroom, which students and teachers enjoy. Studies have shown increased student enthusiasm for learning outdoors.

Learning outdoors helps develop a sense of place and civic attitudes and behaviors⁵

Outdoor experiences help students increase their understanding of their natural and human communities which leads to a sense of place. Through connection to place, students develop stronger environmental attitudes and civic behaviors. Outdoor learning experiences are the foundation of raising the next generation of active citizens who take care of their natural and human communities.

Outdoor education engages families and the community⁶

Outdoor learning connects families and the community to the school. Outdoor classrooms provide natural entry points for families and community members to get involved with student learning. The relationships developed through outdoor learning lead to greater parental and community involvement in and support for the school.

Research Articles and Summaries

Summaries of outdoor education research

Charles, C. (2010). Children's contact with the outdoors and nature: A focus on educators and educational settings. Children & Nature Network.

This extensive report summarizes outdoor education and nature experience research related to schools and educational settings. It's available at:

<http://www.childrenandnature.org/downloads/Educationsynthesis.pdf>

Coyle, K.J. (2010). Back to school: Back outside! National Wildlife Federation.

This report summarizes the benefits of outdoor education and provides action ideas, policy recommendations, and additional resources. It's available at:

<http://www.nwf.org/~media/PDFs/Be%20Out%20There/Back%20to%20School%20Full%20report.ashx>

¹School performance research

American Institutes for Research. (2005). Effects of outdoor education programs for children in California. Palo Alto, CA.

Available on the Sierra Club web site.

http://www.sierraclub.org/youth/california/outdoorschool_finalreport.pdf

Blair, D. (2009). The child in the garden: an evaluative review of the benefits of school gardening. *Journal of Environmental Education*, 40(2), 15-38.

This study may be available in a library near you or can be purchased online through the publisher at: <http://www.heldref.org/pubs/jee/about.html>

Dyment, J. (2005). Gaining ground: The power and potential of school ground greening in the Toronto District School Board. Evergreen.

This report was commissioned by Evergreen, a charitable organization focused on bringing communities and nature together and is available online at:

http://www.evergreen.ca/en/lg/gaining_ground.pdf

Lieberman, G. A. & Hoody, L.L. (1998). Closing the achievement gap: Using the environment as an integrating context for learning. SEER: Poway, CA, 1998.

State Environmental Education Roundtable. (2000). California student assessment project. Poway, CA.

The third and most recent of the SEER studies we are featuring is described below.

Available on the Web site of the State Education and Environment Roundtable (SEER) at www.seer.org

²Health research

Bell, A. C., & Dyment, J.E. (2006). Grounds for action: Promoting physical activity through school ground greening in Canada. Evergreen.

This report is available at: <http://www.evergreen.ca/en/lg/pdf/PHACreport.pdf>

BTCV. (2009). Evaluation findings: Health and social outcomes 2009. BTCV.

This report is available online at:

http://www2.btcv.org.uk/display/greengym_research

Dyment, J. E., & Bell, A. C. (2008). Grounds for movement: Green school grounds as sites for promoting physical activity. *Health Education Research*, 23(6), 952-962.

This study may be available in a library near you or can be purchased online through the publisher at: <http://her.oxfordjournals.org/>

Kuo, F.E. & Faber Taylor, A. (2004). A potential natural treatment for attention-deficit/hyperactivity disorder: Evidence from a national study. *American Journal of Public Health*, 94(9).

The study and the educational Power Point are available on the web site of the University of Illinois Urbana-Champaign. <http://www.lhhl.uiuc.edu/>

Muñoz, S. A. (2009). Children in the outdoors: A literature review. Sustainable Development Research Centre.

This report is available online at:

<http://www.countrysiderecreation.org.uk/Children%20Outdoors.pdf>

Wells, N.M., & Evans, G.W. Nearby nature: A buffer of life stress among rural children. *Environment and Behavior*, 35(3), 311-330.

This study is not available online without purchase

<http://www.sagepub.co.uk/journals/details/j0163.html>

³Child development research

Chawla, L. (2006). Learning to love the natural world enough to protect it. *Barn*, 2, 57-58. *Barn* is a quarterly published by the Norwegian Centre for Child Research at the Norwegian University of Science and Technology, Trondheim, Norway. This article is available at

http://www.cnaturenet.org/02_rsrch_studies/PDFs/Chawla_LearningtoLove.pdf

Kellert, S.R. (2005). Nature and childhood development." In *Building for Life: Designing and Understanding the Human-Nature Connection*. Washington, D.C.: Island Press.

Full book available via Amazon.com and other commercial sources.

http://www.cnaturenet.org/02_rsrch_studies/PDFs/Kellert_BuildingforLife.pdf

Lester, S., & Maudsley, M. (2006). Play, naturally: A review of children's natural play. Children's Play Council.

This report is available online at:

<http://www.playday.org.uk/PDF/play-naturally-a-review-of-childrens-natural%20play.pdf>

⁴Enjoyment research

Blair, D. (2009). The child in the garden: an evaluative review of the benefits of school gardening. *Journal of Environmental Education*, 40(2), 15-38.

This study may be available in a library near you or can be purchased online through the publisher at: <http://www.heldref.org/pubs/jee/about.html>

Dyment, J. (2005). Gaining ground: The power and potential of school ground greening in the Toronto District School Board. Evergreen.

This report was commissioned by Evergreen, a charitable organization focused on bringing communities and nature together and is available online at:

http://www.evergreen.ca/en/lg/gaining_ground.pdf

⁵Sense of place and civic engagement research

American Planning Association. (2003). How cities use parks to . . . help children learn. Chicago, IL.

The report which provides a summary of relevant research is available at:

http://web.frpa.org/pdfs/advocacy/APA%20Papers/HelpChildrenLearn_06.pdf

Chawla, L. (2006). Learning to love the natural world enough to protect it. *Barn*, 2, 57-58. *Barn* is a quarterly published by the Norwegian Centre for Child Research at the Norwegian University of Science and Technology, Trondheim, Norway. This article is available at

http://www.cnaturenet.org/02_rsrch_studies/PDFs/Chawla_LearningtoLove.pdf

Wells, N. M., & Lekies, K. S. (2006). Nature and the life course: Pathways from childhood nature experiences to adult environmentalism." *Children, Youth and Environments*, 16(1).

This study is available online at:

http://www.colorado.edu/journals/cye/16_1/16_1_01_NatureAndLifeCourse.pdf

⁶Community involvement research

Bell, A. C., & Dymont, J.E. (2006). Grounds for action: Promoting physical activity through school ground greening in Canada. Evergreen.

This report is available at: <http://www.evergreen.ca/en/lg/pdf/PHACreport.pdf>

Peacock, A. (2006). Changing minds: The lasting impact of school trips. The Innovation Centre, University of Exeter.

This report is available at: http://www.nationaltrust.org.uk/main/w-schools-guardianships-changing_minds.pdf



COLORADO SPRINGS SCHOOL DISTRICT 11
Achievement, Learning & Leadership

NEW SECONDARY COURSE
REQUEST FOR APPROVAL
FALL 2021

HIGH SCHOOL LEVEL

Course Name:	2D Computer Animation
Course Codes:	AR.ANIMA2D
State Course Code:	10203
Subject/Department:	Computers/Art
Course Length:	1 Semester
Grade:	9-12
Prerequisite:	None
Credits per Semester:	1 Computer, Postsecondary Workforce Readiness (PWR), Practical Arts (PA), or Elective
Course Description:	An introduction to traditional animation and video animation. This course covers essential knowledge, skills, and concepts required for postsecondary fields of study. Students will digitally create 2D animations for video graphics using industry-standard professional tools and software. Students will explore design processes related to 2D animation. Students will be prepared for nationally recognized certifications in animation.



Instructions for content facilitator:

Please fill out the course information referencing the request submission. Add any comments needed and sign. Then route to secondary EDSL for signature. Once signature have been obtained, submit to the Director of Curriculum and Instruction; Achievement, Learning and Leadership for final review.

Cut and paste information from the request form here:

Content Facilitator Name/Role: Duane Roberson/Career Technical Education Director	Content Area: Career Technical Education/Multimedia Arts	Date: 9.27.2021
--	--	--------------------

If this request originated by a staff member other than the content facilitator listed, please list their name and role or leave blank.

Course Title (if this is a deletion request, provide the current details):

2D Computer Animation;

Course Length: 1 Semester

If this is a change, what is the New Course Length:

Course Code: AR.ANIMA2D

State Course Code/SCED: 10203

State CTE CIP code: 09-0702

Subject/Department: PWR/CTE

Grade: 9-12

Prerequisite: none

Credits per Semester: One Computer; or 1 Postsecondary Workforce Readiness (PA)

(example: One (1) Humanities or Elective)

If this is a change, what are the new Credits per Semester?

(example: One (1) Humanities, Practical Arts, Postsecondary Workforce Readiness (2021+), or Elective Credit

Course Description:

2D Computer Animation: An introduction to traditional animation and video animation. This course covers essential knowledge, skills, and concepts required for postsecondary fields of study. Students will digitally create 2D animations for video graphics using industry standard professional tools and software. Students will explore design processes related to 2D animation. Students will be prepared for nationally recognized certifications in animation.

If this is a change, what is the new Course Description?

NEW COURSE OR COURSE CHANGE REQUEST


If this is a change please share the Reason for the Change/Deletion:

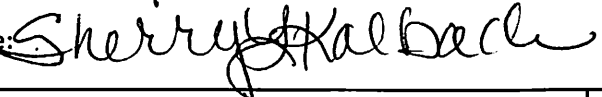
Remember to include a copy of a course outline **(not a link)** with this approval form when submitting for signature. No requests will be processed without this documentation.

Is this a new course?	YES: XXX NO: <input type="checkbox"/>
Is this a course change?	YES: <input type="checkbox"/> If yes, Please specify the change: NO: <input type="checkbox"/>
Is this a course deletion?	YES: <input type="checkbox"/> NO: <input type="checkbox"/>
Will this course require submission to NCAA Clearinghouse? (all Math, ELA, Science, SS, WL courses are required)	YES: <input type="checkbox"/> NO: XXXX

Please share any additional context if needed

SIGNATURES

The Content Facilitator: Name: Duane Roberson Date: September 27, 2021 Signature: 	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

The Executive of School Leadership: Name: Sherry L. Kalbach Date: 9/28/21 Signature: 	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

The Director of Curriculum and Instruction:
--

NEW COURSE OR COURSE CHANGE REQUEST

Name: KAROL GATES		Date: 10/15/21
Signature: <i>Karol Gates</i>		
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?	

REQUIRED COURSE LEARNING OUTCOMES:
STANDARD COMPETENCIES:

2D Computer Animation

CTE Level 2: Student may have explored previously; first pathway specific course

Pathway(s): Design & Multimedia Arts

2D Computer Animation An introduction to traditional animation and video animation. This course covers essential knowledge, skills, and concepts required for postsecondary fields of study. Students will digitally create 2D animations for video graphics using industry standard professional tools and software. Students will explore design processes related to 2D animation. Students will be prepared for nationally recognized certifications in animation.

Student Learning Outcomes

Instructors are expected to cover all content in Part A. Instructors should focus in an area or areas of Part B that apply to the pathways available within the school.

- 1) Identify career opportunities that exist for those with animation experience
 - a. Recognize the work typically performed, tools and technology used, and nature of work environments
 - b. Identify potential certifications within the careers
 - c. Find membership organizations associated with the careers
 - d. Understand the necessary education associated within the career opportunities
- 2) Identify postsecondary opportunities within Colorado
 - a. Technical and community colleges, universities
 - b. Certificates, associates, bachelors, and advanced degrees
- 3) Compose and design characters and scenes using visual design techniques.
- 4) Produce written treatment, storyboard and layouts.
- 5) Create backgrounds from source materials created in various software applications or from digital capture stations.
- 6) Develop frame-by-frame image production including ongoing pencil testing.
- 7) Examine digital ink and paint compositing and audio post-production.
- 8) Apply the fundamental principles of quality character and effects animation as emphasized by the instructor throughout the production process.
- 9) Utilize appropriate software technology, resulting in production values consistent with current professional industry standards.
- 10) Form functional creative teams that replicate an industrial production environment. The team will develop the project vision and define the steps and tasks to create a 2D animated short.
- 11) Develop and complete a 2D animated short, using traditional animation fundamentals.



COLORADO SPRINGS SCHOOL DISTRICT 11
Achievement, Learning & Leadership

NEW SECONDARY COURSE
REQUEST FOR APPROVAL
FALL 2021

HIGH SCHOOL LEVEL

Course Name:	3D Computer Animation
Course Codes:	AR.ANIMA3D
State Course Code:	10203
Subject/Department:	Computers/Art
Course Length:	1 Semester
Grade:	9-12
Prerequisite:	None
Credits per Semester:	1 Computer, Postsecondary Workforce Readiness (PWR), Practical Arts (PA), or Elective
Course Description:	An introduction to 3D animation for video games and User Interfaced Experiences. This course covers essential knowledge skills in concepts required for post-secondary fields of study. Students will digitally create 3D animations for cinema and video using industry-standard professional tools and software. Students will explore the design process related to 3D animation. Students will be prepared for nationally recognized certifications in animation.



Instructions for content facilitator:

Please fill out the course information referencing the request submission. Add any comments needed and sign. Then route to secondary EDSL for signature. Once signature have been obtained, submit to the Director of Curriculum and Instruction; Achievement, Learning and Leadership for final review.

Cut and paste information from the request form here:

Content Facilitator Name/Role: Duane Roberson/Career Technical Education Director	Content Area: Career Technical Education/Multimedia Arts	Date: 9.27.2021
--	--	--------------------

If this request originated by a staff member other than the content facilitator listed, please list their name and role or leave blank.

Course Title (if this is a deletion request, provide the current details):

3D Computer Animation;

Course Length: 1 Semester

If this is a change, what is the New Course Length:

Course Code: AR.ANIMA3D

State Course Code/SCED: 10203

State CTE CIP code: 09-0702

Subject/Department: PWR/CTE

Grade: 9-12

Prerequisite: none

Credits per Semester: One Computer; or 1 Postsecondary Workforce Readiness (PA)

(example: One (1) Humanities or Elective)

If this is a change, what are the new Credits per Semester?

(example: One (1) Humanities, Practical Arts, Postsecondary Workforce Readiness (2021+), or Elective Credit

Course Description:

3D Computer Animation: An introduction to 3D animation for video, games and User Interfaced Experiences. This course covers essential knowledge, skills, and concepts required for postsecondary fields of study. Students will digitally create 3D animations for cinema and video using industry standard professional tools and software. Students will explore design processes related to 3D animation. Students will be prepared for nationally recognized certifications in animation.

If this is a change, what is the new Course Description?

NEW COURSE OR COURSE CHANGE REQUEST


If this is a change please share the Reason for the Change/Deletion:


Remember to include a copy of a course outline (**not a link**) with this approval form when submitting for signature. No requests will be processed without this documentation.

Is this a new course?	YES: XXX NO: <input type="checkbox"/>
Is this a course change?	YES: <input type="checkbox"/> If yes, Please specify the change: NO: <input type="checkbox"/>
Is this a course deletion?	YES: <input type="checkbox"/> NO: <input type="checkbox"/>
Will this course require submission to NCAA Clearinghouse? (all Math, ELA, Science, SS, WL courses are required)	YES: <input type="checkbox"/> NO: XXXX

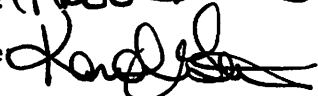
Please share any additional context if needed

SIGNATURES

The Content Facilitator:	
Name: Duane Roberson	Date: September 27, 2021
Signature: 	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

The Executive of School Leadership:	
Name: 	Date: 10/10/2021
Signature: DAN HOFF	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

NEW COURSE OR COURSE CHANGE REQUEST

The Director of Curriculum and Instruction:	
Name: KAROL GATES	Date: 6/15/21
Signature: 	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

3D Computer Animation:

CTE Level 3 : Student explored previously; second pathway specific course

Pathway(s): Design & Multimedia Arts

Description: 3D Computer Animation: An introduction to 3D animation for video, games and User Interfaced Experiences. This course covers essential knowledge, skills, and concepts required for postsecondary fields of study. Students will digitally create 3D animations for cinema and video using industry standard professional tools and software. Students will explore design processes related to 3D animation. Students will be prepared for nationally recognized certifications in animation.

Student Learning Outcomes

Ethics and Compliance

- 1) Exhibit ethical conduct
- 2) Apply copyright laws
- 3) Model respect for intellectual property
- 4) Demonstrate proper etiquette and knowledge of acceptable use policies

Leadership Characteristics

- 5) Employ planning and time management skills to complete work tasks

Technical Understanding of Animation

- 6) Operate communication systems to prepare and conduct verbal and visual communication
- 7) Use production elements such as transitions, edits, framing, angle, and lighting techniques
- 8) Use orthographic and isometric drawing techniques
- 9) Demonstrate familiarity with commercial production applications

Animation Principles and elements

- 10) Apply animation principles such as arcs, timing, and exaggeration
- 11) Identify animation elements such as cycles, layers, transitions, and transparency

Application of elements and principles of art to animation projects

- 12) Identify animation design elements such as line, color, shape, and texture
- 13) Explain the use of additive color theory
- 14) Compare various styles of animation

Pre-production process

- 15) Analyze target audience to identify needs and wants
- 16) Write and edit scripts
- 17) Create storyboards
- 18) Select aspect ratio and frame rate appropriate to delivery method

Assessment:

Industry based certification exams in Adobe After Effects and Autodesk Maya



COLORADO SPRINGS SCHOOL DISTRICT 11
Achievement, Learning & Leadership

NEW SECONDARY COURSE
REQUEST FOR APPROVAL
FALL 2021

HIGH SCHOOL LEVEL

Course Name:	IB French 7 HL & IB French 8 HL
Course Codes:	FL.IBFR7HL, FL.IBFR8HL
State Course Code:	24113
Subject/Department:	French/Foreign Languages
Course Length:	One (1) Semester Each
Grade:	9-12
Prerequisite:	French 5/6 SL, teacher recommendation, or proficiency assessment
Credits per Semester:	1 Humanities or 1 Elective
Course Description:	<p>At a higher level, students are expected to extend the range and complexity of the language they use and understand to communicate. They continue to develop their knowledge of vocabulary and grammar as well as their conceptual understanding of how language works, to construct, analyze and evaluate arguments on a variety of topics relating to course content in the content language culture(s). Students will use receptive, production, and interactive skills to help negotiate meaning through an oral exchange, written expression, and spoken and written authentic text types. In the HL course, students will analyze two different literary works relating to the culture(s) of the language. The analysis of these literary works will be used for the internal assessment (individual oral assessment). This course is the first year of two years of higher-level study. The 7/8-year students will focus on thematic units and text types along with at least one of the two literary works.</p>

NEW COURSE OR COURSE CHANGE REQUEST

Instructions for content facilitator:

Please fill out the course information referencing the request submission. Add any comments needed and sign. Then route to secondary EDSL for signature. Once signature have been obtained, submit to the Director of Curriculum and Instruction; Achievement, Learning and Leadership for final review.

Cut and paste information from the request form here:

Content Facilitator Name/Role Claudette Murtha	Content Area: World Language	Date: September 16, 2021
If this request originated by a staff member other than the content facilitator listed, please list their name and role or leave blank. Carolyn Moyer, DP/IB Coordinator – Palmer High School,		

Course Title (if this is a deletion request, provide the current details):

IB French 7 HL

Course Length: 1 Semesters

If this is a change, what is the New Course Length:

Course Code: FL.IBFR7HL

State Course Code/SCED: 24113

Subject/Department: World Languages

Grade: 9-12

Prerequisite: French 5/6 SL, teacher recommendation or proficiency assessment

Credits per Semester: 1 Humanities or 1 Elective

If this is a change, what are the new Credits per Semester? N/A

Course Description:

At Higher Level, students are expected to extend the range and complexity of the language they use and understand to communicate. They continue to develop their knowledge of vocabulary and grammar as well as their conceptual understanding of how language works, to construct, analyze and evaluate arguments on a variety of topics relating to course content in the content language culture(s). Students will use receptive, production and interactive skills to help negotiate meaning through oral exchange, written expression and spoken and written authentic text types. In the HL course students will analyze two different literary works relating to the culture(s) of the language. The analysis of these literary works will be used for the internal assessment (individual oral assessment). This course is the first year of two years of the higher-level study. In the 7/8-year students will focus on thematic units and text types along with at least one of the two literary works.

If this is a change, what is the new Course Description? N/A

NEW COURSE OR COURSE CHANGE REQUEST


If this is a change please share the Reason for the Change/Deletion: N/A

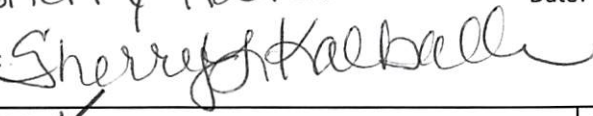
Remember to include a copy of a course outline **(not a link)** with this approval form when submitting for signature. No requests will be processed without this documentation.

Is this a new course?	YES: x <input type="checkbox"/> - It's the HL level of the Diploma Language B Course NO: <input type="checkbox"/>
Is this a course change?	YES: <input type="checkbox"/> If yes, Please specify the change: NO: x <input type="checkbox"/>
Is this a course deletion?	YES: <input type="checkbox"/> NO: x <input type="checkbox"/>
Will this course require submission to NCAA Clearinghouse? (all Math, ELA, Science, SS, WL courses are required)	YES: <input type="checkbox"/> x NO: <input type="checkbox"/>

Please share any additional context if needed: Palmer High School has been using the IB SL (standard level) designation for these courses, even though the students are taking a higher-level course. There is a need to delineate on the high school transcript that the student has completed the higher-level course (HL) instead of the standard level (SL) for IB. Colleges and universities may grant distinct types of credit based on standard level and higher-level courses in the International Baccalaureate Diploma Program.

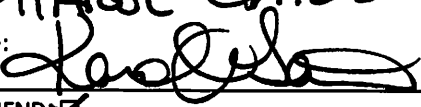
SIGNATURES

The Content Facilitator:	
Name: Claudette Murtha	Date: 9/21/2021
Signature: 	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

The Executive of School Leadership:	
Name: Sherry Kalbach	Date: 10/25/21
Signature: 	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

The Director of Curriculum and Instruction:	
v. 07.27.2020	

NEW COURSE OR COURSE CHANGE REQUEST

Name: KAROL GATES	Date: 10/15/21
Signature: 	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

NEW COURSE OR COURSE CHANGE REQUEST

Instructions for content facilitator:

Please fill out the course information referencing the request submission. Add any comments needed and sign. Then route to secondary EDSL for signature. Once signature have been obtained, submit to the Director of Curriculum and Instruction; Achievement, Learning and Leadership for final review.

Cut and paste information from the request form here:

Content Facilitator Name/Role Claudette Murtha	Content Area: World Language	Date: September 16, 2021
If this request originated by a staff member other than the content facilitator listed, please list their name and role or leave blank. Carolyn Moyer, DP/IB Coordinator – Palmer High School,		

Course Title (if this is a deletion request, provide the current details):

IB French 8 HL

Course Length: 1 Semester

If this is a change, what is the New Course Length:

Course Code: FL.IBFR8HL

State Course Code/SCED: 24113

Subject/Department: World Languages

Grade: 9-12

Prerequisite: French 5/6 SL, teacher recommendation or proficiency assessment

Credits per Semester: 1 Humanities or 1 Elective

If this is a change, what are the new Credits per Semester? N/A

Course Description:

At Higher Level, students are expected to extend the range and complexity of the language they use and understand to communicate. They continue to develop their knowledge of vocabulary and grammar as well as their conceptual understanding of how language works, to construct, analyze and evaluate arguments on a variety of topics relating to course content in the content language culture(s). Students will use receptive, production and interactive skills to help negotiate meaning through oral exchange, written expression and spoken and written authentic text types. In the HL course students will analyze two different literary works relating to the culture(s) of the language. The analysis of these literary works will be used for the internal assessment (individual oral assessment). This course is the first year of two years of the higher-level study. In the 7/8-year students will focus on thematic units and text types along with at least one of the two literary works.

If this is a change, what is the new Course Description? N/A

NEW COURSE OR COURSE CHANGE REQUEST


If this is a change please share the Reason for the Change/Deletion: N/A


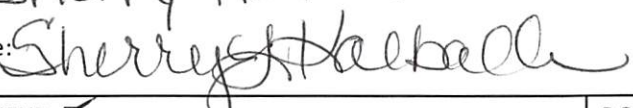
Remember to include a copy of a course outline **(not a link)** with this approval form when submitting for signature. No requests will be processed without this documentation.

Is this a new course?	YES: <input type="checkbox"/> x - It's the HL level of the Diploma Language B Course NO: <input type="checkbox"/>
Is this a course change?	YES: <input type="checkbox"/> If yes, Please specify the change: NO: <input type="checkbox"/> x
Is this a course deletion?	YES: <input type="checkbox"/> NO: <input type="checkbox"/> x
Will this course require submission to NCAA Clearinghouse? (all Math, ELA, Science, SS, WL courses are required)	YES: <input type="checkbox"/> x NO: <input type="checkbox"/>

Please share any additional context if needed: Palmer High School has been using the IB SL (standard level) designation for these courses, even though the students are taking a higher-level course. There is a need to delineate on the high school transcript that the student has completed the higher-level course (HL) instead of the standard level (SL) for IB. Colleges and universities may grant distinct types of credit based on standard level and higher-level courses in the International Baccalaureate Diploma Program.

SIGNATURES

The Content Facilitator:	
Name: Claudette Murtha	Date: 9/21/2021
Signature: 	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

The Executive of School Leadership:	
Name: 	Date: 10/15/21
Signature: 	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

The Director of Curriculum and Instruction:
--

NEW COURSE OR COURSE CHANGE REQUEST

Name: KAROL GATES	Date: 10/15/21
Signature: <i>Karol Gates</i>	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?



COLORADO SPRINGS SCHOOL DISTRICT 11
Achievement, Learning & Leadership

NEW SECONDARY COURSE
REQUEST FOR APPROVAL
FALL 2021

HIGH SCHOOL LEVEL

Course Name:	IB French 9 HL & IB French 10 HL
Course Codes:	FL.IBFR9HL, FL.IBFR10HL
State Course Code:	24113
Subject/Department:	French/Foreign Languages
Course Length:	One (1) Semester Each
Grade:	9-12
Prerequisite:	French 7/8 HL, teacher recommendation, or proficiency assessment
Credits per Semester:	1 Humanities or 1 Elective
Course Description:	<p>At a higher level, students are expected to extend the range and complexity of the language they use and understand to communicate. They continue to develop their knowledge of vocabulary and grammar as well as their conceptual understanding of how language works, to construct, analyze and evaluate arguments on a variety of topics relating to course content in the content language culture(s). Students will use receptive, production and interactive skills to help negotiate meaning through an oral exchange, written expression, and spoken authentic text types. In the HL course, students will analyze two different literary works relating to the culture(s) of the language. The analysis of these literary works will be used for the internal assessment (individual oral assessment). This year, students will focus on both literary works and a deeper understanding of how these works apply to the thematic units, text types, and global context of IB.</p>



Instructions for content facilitator:

Please fill out the course information referencing the request submission. Add any comments needed and sign. Then route to secondary EDSL for signature. Once signature have been obtained, submit to the Director of Curriculum and Instruction; Achievement, Learning and Leadership for final review.

Cut and paste information from the request form here:

Content Facilitator Name/Role Claudette Murtha	Content Area: World Language	Date: 9/16/2021
If this request originated by a staff member other than the content facilitator listed, please list their name and role or leave blank. Carolyn Moyer – IB Diploma Coordinator – Palmer High School		

Course Title (if this is a deletion request, provide the current details):

IB French 9 HL

Course Length: 1 semester

If this is a change, what is the New Course Length:

Course Code: FL.IBFR9HL

State Course Code/SCED: 24113

Subject/Department: World Language

Grade: 9-12

Prerequisite: French 7/8 HL, teacher recommendation or proficiency assessment

Credits per Semester: 1

(example: One (1) Humanities or Elective)

If this is a change, what are the new Credits per Semester? N/A

Course Description: At a higher level, students are expected to extend the range and complexity of the language they use and understand to communicate. They continue to develop their knowledge of vocabulary and grammar as well as their conceptual understanding of how language works, to construct, analyze and evaluate arguments on a variety of topics relating to course content in the content language culture(s). Students will use receptive, production and interactive skills to help negotiate meaning through oral exchange, written expression and spoken authentic text types. In the HL course students will analyze two different literary works relating to the culture(s) of the language. The analysis of these literary works will be used for the internal assessment (individual oral assessment). In this year, students will focus on both literary works and a deeper understanding of how these works apply to the thematic units, text types and global context of IB.

NEW COURSE OR COURSE CHANGE REQUEST

If this is a change, what is the new Course Description?

N/A

If this is a change please share the Reason for the Change/Deletion:


N/A


Remember to include a copy of a course outline **(not a link)** with this approval form when submitting for signature. No requests will be processed without this documentation.

Is this a new course?	YES: <input type="checkbox"/> x NO: <input type="checkbox"/>
Is this a course change?	YES: <input type="checkbox"/> If yes, Please specify the change: NO: <input type="checkbox"/> x
Is this a course deletion?	YES: <input type="checkbox"/> NO: <input type="checkbox"/> x
Will this course require submission to NCAA Clearinghouse? (all Math, ELA, Science, SS, WL courses are required)	YES: <input type="checkbox"/> x NO: <input type="checkbox"/>

Please share any additional context if needed Palmer High School has been using the IB SL (standard level) designation for these courses, even though the students are taking a higher-level course. There is a need to delineate on the high school transcript that the student has completed the higher-level course (HL) instead of the standard level (SL) for IB. Colleges and universities may grant distinct types of credit based on standard level and higher-level courses in the International Baccalaureate Diploma Program.

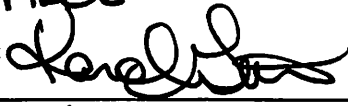
SIGNATURES

The Content Facilitator : Name: Claudette Murtha Date: 9/23/2021 Signature: Claudette Murtha 	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

The Executive of School Leadership : Name: Sherry Kalbach Date: 10/15/21 Signature: 	
--	--

NEW COURSE OR COURSE CHANGE REQUEST

RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?
---	--

The Director of Curriculum and Instruction:	
Name: KARL GATES	Date: 10/15/21
Signature: 	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?



Instructions for content facilitator:

Please fill out the course information referencing the request submission. Add any comments needed and sign. Then route to secondary EDSL for signature. Once signature have been obtained, submit to the Director of Curriculum and Instruction; Achievement, Learning and Leadership for final review.

Cut and paste information from the request form here:

Content Facilitator Name/Role Claudette Murtha	Content Area: World Language	Date: 9/16/2021
If this request originated by a staff member other than the content facilitator listed, please list their name and role or leave blank. Carolyn Moyer – IB Diploma Coordinator – Palmer High School		

Course Title (if this is a deletion request, provide the current details):

IB French 10 HL

Course Length: 1 semester

If this is a change, what is the New Course Length:

Course Code: FL.IBFR10HL

State Course Code/SCED: 24113

Subject/Department: World Language

Grade: 9-12

Prerequisite: French 7/8 HL, teacher recommendation or proficiency assessment

Credits per Semester: 1

(example: One (1) Humanities or Elective)

If this is a change, what are the new Credits per Semester? N/A

Course Description: At a higher level, students are expected to extend the range and complexity of the language they use and understand to communicate. They continue to develop their knowledge of vocabulary and grammar as well as their conceptual understanding of how language works, to construct, analyze and evaluate arguments on a variety of topics relating to course content in the content language culture(s). Students will use receptive, production and interactive skills to help negotiate meaning through oral exchange, written expression and spoken authentic text types. In the HL course students will analyze two different literary works relating to the culture(s) of the language. The analysis of these literary works will be used for the internal assessment (individual oral assessment). In this year, students will focus on both literary works and a deeper understanding of how these works apply to the thematic units, text types and global context of IB.

NEW COURSE OR COURSE CHANGE REQUEST

If this is a change, what is the new Course Description?

N/A

If this is a change please share the Reason for the Change/Deletion:


N/A

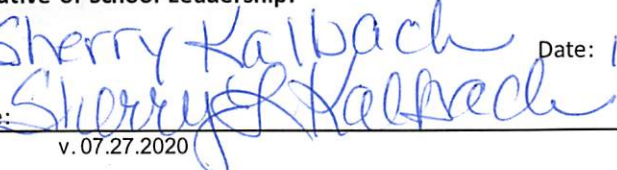
Remember to include a copy of a course outline **(not a link)** with this approval form when submitting for signature. No requests will be processed without this documentation.

Is this a new course?	YES: <input type="checkbox"/> x NO: <input type="checkbox"/>
Is this a course change?	YES: <input type="checkbox"/> If yes, Please specify the change: NO: <input type="checkbox"/> x
Is this a course deletion?	YES: <input type="checkbox"/> NO: <input type="checkbox"/> x
Will this course require submission to NCAA Clearinghouse? (all Math, ELA, Science, SS, WL courses are required)	YES: <input type="checkbox"/> x NO: <input type="checkbox"/>

Please share any additional context if needed Palmer High School has been using the IB SL (standard level) designation for these courses, even though the students are taking a higher-level course. There is a need to delineate on the high school transcript that the student has completed the higher-level course (HL) instead of the standard level (SL) for IB. Colleges and universities may grant distinct types of credit based on standard level and higher-level courses in the International Baccalaureate Diploma Program.

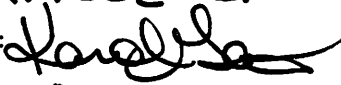
SIGNATURES

The Content Facilitator: Name: Claudette Murtha Date: 9/23/2021 Signature: Claudette Murtha 	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

The Executive of School Leadership: Name: Sherry Kalbach Date: 10/15/21 Signature: 	
---	--

NEW COURSE OR COURSE CHANGE REQUEST

RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?
---	--

The Director of Curriculum and Instruction:	
Name: KAROL GATES	Date: 10/15/21
Signature: 	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

Nature of the subject

Language acquisition

Language acquisition consists of two modern language courses—language ab initio and language B—that are offered in a number of languages, and a classical languages course that is offered in Latin and Classical Greek. Owing to the nature of language study in the latter, there are specific aims for classical literature that can be found in the *Classical languages guide*. Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

The two modern language courses—language ab initio and language B—develop students' linguistic abilities through the development of receptive, productive and interactive skills (as defined in the "Syllabus content" section). The classical languages course focuses on the study of the language, literature and culture of the classical world.

Language B SL and language B HL

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

Most language B subjects are available at both SL and HL. A list of languages offered at language B SL and HL is released each year in the Diploma Programme *Assessment procedures*.

Distinction between SL and HL

At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills described below.

Language B SL

Receptive skills: Students understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases.

Productive skills: Students write texts for a variety of purposes and make oral presentations on topics of interest. They write descriptive texts and personal correspondence; they make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics.

Interactive skills: Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students use a variety of strategies to negotiate meaning and foster communication.

Language B HL

At HL, students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

Receptive skills: Students understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts; they understand fundamental elements of literary texts such as theme, plot and character. They analyse arguments, distinguishing main points from relevant supporting details and explanations. They use a variety of strategies to deduce meaning.

Productive skills: Students present and develop their ideas and opinions on a variety of topics, both orally and in writing. They construct and support arguments with explanations and examples. They speak and write at length, and with purpose, in order to meet a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying, evaluating.

Interactive skills: Students initiate, maintain and close oral exchanges, displaying some ability to make adjustments in style or emphasis. They use a variety of strategies to maintain the flow of conversations and discussions on a variety of topics relating to course content and the culture(s) of the target language. Students are adept in negotiating meaning and fostering communication.

Language B and the core

Teachers of language acquisition courses need to plan carefully to provide opportunities for students to draw on their experiences in the core. Examples of how this might happen include:

- transferring the critical-thinking process explored in TOK to the development of well-supported arguments in written text types, such as a speech or report
- using personal knowledge gained from a CAS experience as a cultural comparison in an individual or group oral activity, or as an example in a written response
- developing ideas for CAS activities as a result of themes and topics explored in a language acquisition class
- developing a research question for an EE that allows the deeper exploration of a language topic of special interest to the student
- using the opportunity to write an EE in the student's language of study as a means of personal challenge and skills development.

The following section outlines the nature of the contributions that each element of the core can make to language acquisition lessons.

Assessment objectives

The following assessment objectives are common to both language B and language ab initio. The level of difficulty of the assessments, and the expectations of student performance on the tasks, are what distinguishes the three modern language acquisition courses.

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organize and present ideas on a range of topics.
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Assessment objectives in practice

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.	Paper 1—writing	Students demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of text types.
	Internal assessment	Students orally react to a stimulus (visual for SL, literary extract for HL), respond to questions and engage in a general conversation.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.	Paper 1—writing	Students demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of text types.
	Paper 2—listening and reading	Students produce responses that demonstrate an understanding of written and audio texts.
	Internal assessment	Students interact with the teacher using a range of language structures and registers appropriate to the context and audience.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.	Paper 1—writing	Students respond to written tasks using appropriate language, register and format.
	Paper 2—listening and reading	Students demonstrate an understanding of written and audio texts.
	Internal assessment	Students interact orally with the teacher using appropriate language, register and format.
4. Identify, organize and present ideas on a range of topics.	Paper 1—writing	Students develop a coherent and organized response on a range of topics.
	Internal assessment	Students understand the topic of discussion and present an organized response, whether planned or spontaneous.

FRANÇAIS B - Programme Niveau Moyen/ Niveau Supérieur

ANNÉE 1 Grade 11

THEMES	SOUS THEME	TYPE DE TEXTE	COMPETENCES	GRAMMAIRE	PROFIL IB	ATL	TOK
INTRO	Introduction du programme		Objectifs, évaluations, barèmes de notation		Introduction au Profil de l'apprenant IB		
Identités <i>Qu'est-ce qui constitue une identité ?</i> <i>De quelle façon exprimons nous notre identité ?</i> <i>En quoi la langue et la culture contribuent-elles à forger l'identité ?</i>	1. Qui suis-je ? 2. Notion d'appartenance à un pays.	Blog Rapport Courriel Lettre Discours Rapport	<u>Épreuve 1: Compétences productives – expression écrite</u> <u>Compréhension conceptuelle</u> <u>Épreuve 2: Compétences réceptives</u> (textes écrits et audio) <u>Compétences productives – oral</u>	<input type="checkbox"/> Présent <input type="checkbox"/> depuis <input type="checkbox"/> Venir de + inf <input type="checkbox"/> adjectifs possessifs <input type="checkbox"/> pronoms relatifs <input type="checkbox"/> négations <input type="checkbox"/> formes interrogatives <input type="checkbox"/> Pronoms démonstratifs et possessifs <input type="checkbox"/> comparatifs / superlatifs	Communicatif Ouvert d'esprit Sensé Informé Altruiste Intègre	Autogestion Compétences sociales et communication Pensée et recherche	Lorsque vous passez de vous-même, donnez-vous toujours les mêmes informations ? Qu'est-ce qui donne de la valeur à notre existence ?
Expériences	1. Loisirs	Critique Blog	<u>Compréhension conceptuelle</u> <u>Épreuve 1: Compétences</u>	<input type="checkbox"/> La concordance des temps dans l'expression de la condition	Chercheur Communicatif Audacieux	Pensée et communication Communication	A quoi servent les voyages ? La différence entre travail et loisirs est-elle simplement

<p><i>En quoi les voyages élargissent-ils notre horizon ?</i></p> <p><i>En quoi notre passé façonne-t-il notre présent et notre futur ?</i></p>	<p>2. Vacances et voyages</p>	<p>Courriel informel</p> <p>Lettre formelle</p> <p>Brochure</p> <p>Journal intime</p>	<p><u>productives – expression écrite</u></p> <p><u>Épreuve 2: Compétences réceptives</u> (textes écrits et audio)</p> <p><u>Compétences productives – oral</u></p>	<p><input type="checkbox"/> Le subjonctif</p> <p><input type="checkbox"/> Cause et opposition</p> <p><input type="checkbox"/> l'accord des adjectifs</p> <p><input type="checkbox"/> c'est / il est</p> <p><input type="checkbox"/> l'accord des noms</p> <p><input type="checkbox"/> l'imparfait</p> <p><input type="checkbox"/> le passé composé</p>	<p>Réfléchi</p> <p>Ouvert d'esprit</p> <p>Équilibré</p>	<p>Compétence sociales</p> <p>Recherche</p>	<p>le travail est rémunéré et que loisirs ne le sont pas ?</p> <p>Le but des loisirs est-il uniquement de nous divertir</p> <p>Comment la langue et les émotions influencent-elles l'expérience voyageur ?</p> <p>Est-ce que voyager affecte la façon qu'on a de voir le monde ?</p>
<p>Organisation sociale</p> <p><i>Quel est le rôle de l'individu dans la communauté ?</i></p> <p><i>À quoi servent les règles et les règlements dans la formation d'une société ?</i></p>	<p>1. Les relations sociales</p> <p>2. La communauté</p> <p>3. L'engagement social</p>	<p>Journal intime</p> <p>Courriel</p> <p>Discours</p> <p>Entretien</p> <p>Article</p>	<p><u>Compréhension conceptuelle</u></p> <p><u>Épreuve 1: Compétences productives – expression écrite</u></p> <p><u>Épreuve 2: Compétences réceptives</u></p>	<p><input type="checkbox"/> y & en</p> <p><input type="checkbox"/> la situation dans l'espace</p> <p><input type="checkbox"/> les nombres</p> <p><input type="checkbox"/> les indéfinis</p> <p><input type="checkbox"/> la place de l'adjectif</p> <p><input type="checkbox"/> le temps</p>	<p>Communicatif</p> <p>Sensé</p> <p>Informé</p> <p>Altruiste</p> <p>Réfléchi</p>	<p>Pensée communication</p> <p>Pensée</p> <p>Compétence sociales</p> <p>Recherche</p>	<p>Dans un conflit, comment peut-on savoir qui a raison ou qui a tort ?</p> <p>Liberté, égalité, fraternité. Pensez-vous que ces trois éléments soient interdépendants</p> <p>Qui profite des activités CAS ou toute autre activité ?</p>

			(textes écrits et audio) <u>Compétences productives – oral</u>				bénévole ? Comment peut-on savoir qui en profite vraiment ?
<p>Ingéniosité humaine</p> <p><i>En quoi les médias modifient-ils les rapports que nous entretenons avec les autres ?</i></p> <p><i>Quels sont les effets des progrès scientifiques et technologiques sur nos vies ?</i></p>	<p>1. Communication et média</p> <p>2. Technologie</p>	<p>Journal intime</p> <p>Courriel</p> <p>Brochure</p> <p>Discours</p> <p>Entretien</p> <p>lettre</p> <p>rapport</p> <p>éditorial</p> <p>blog</p>	<p><u>Compréhension conceptuelle</u></p> <p>Épreuve 1: <u>Compétences productives – expression écrite</u></p> <p>Épreuve 2: <u>Compétences réceptives</u> (textes écrits et audio)</p> <p><u>Compétences productives – oral</u></p>	<p><input type="checkbox"/> L'impératif</p> <p><input type="checkbox"/> que / qui</p> <p><input type="checkbox"/> ce que / ce qui</p> <p><input type="checkbox"/> le discours rapporté</p>	<p>Informé</p> <p>Réfléchi</p> <p>Ouvert d'esprit</p> <p>Chercheur</p> <p>Intègre</p> <p>Audacieux</p>	<p>Recherche</p> <p>Pensée</p> <p>Communication</p> <p>Compétences sociales</p>	<p>Est-ce que tous les produits dont on fait la publicité sont « utiles » ? Qu'est-ce qui détermine leur utilité ?</p> <p>Pouvons-nous faire confiance aux médias ?</p> <p>Existe-t-il de la technologie qui reste à inventer ?</p> <p>Existe-t-il un type de technologie plus développée dans les pays les plus pauvres et qui n'existe pas ou est moins développée dans les pays les plus riches ?</p>

							Une machine peut-elle créer de la connaissance ?
<p>Partage de la planète</p> <p><i>Quels problèmes environnementaux et sociaux présentent des difficultés à l'échelle mondiale, et comment ces difficultés peuvent-elles être surmontées ?</i></p> <p><i>Quelles difficultés et quels avantages résultent des transformations des environnements urbains et ruraux ?</i></p>	<p>1. L'environnement</p> <p>2. L'écologie</p>	<p>Tract</p> <p>Proposition</p> <p>Dissertation</p> <p>Lettre au courrier des lecteurs</p> <p>Guide de recommandations</p> <p>Entretien</p>	<p><u>Compréhension conceptuelle</u></p> <p><u>Épreuve 1: Compétences productives – expression écrite</u></p> <p><u>Épreuve 2: Compétences réceptives (textes écrits et audio)</u></p> <p><u>Compétences productives – oral</u></p>	<p><input type="checkbox"/> le participe présent</p> <p><input type="checkbox"/> le gérondif</p> <p><input type="checkbox"/> Le conditionnel</p> <p><input type="checkbox"/> hypothèses</p> <p><input type="checkbox"/> subjonctif</p> <p><input type="checkbox"/> le futur</p> <p><input type="checkbox"/> discours direct / discours indirect</p>	<p>Sensé</p> <p>communicatif</p> <p>Informé</p> <p>Réfléchi</p> <p>Équilibré</p>	<p>Autogestion</p> <p>Communication</p> <p>Compétences sociales</p> <p>Recherche</p> <p>Pensée</p>	<p>Quel droit a-t-on d'essayer d'imposer un standard de comportement à tous ?</p> <p>La liberté de l'individu et/ou le respect de l'environnement commun à nous tous : les deux prises de position sont-elles compatibles ?</p> <p>Est-ce un devoir humain de partager ce qu'on a, avec tous ?</p>
Littérature	Oscar et la dame rose	<p>Dissertation</p> <p>Résumé</p>	<p><u>Compréhension conceptuelle</u></p> <p><u>Compétences productives – oral</u></p>	<p><input type="checkbox"/> travail de vocabulaire</p> <p><input type="checkbox"/> recherche de synonyme</p> <p><input type="checkbox"/> l'emploi des mots</p>	<p>Réfléchi</p> <p>Informé</p> <p>Ouvert d'esprit</p>	<p>Autogestion</p> <p>Recherche</p> <p>Pensée</p>	<p>Devrait-on légaliser l'euthanasie dans des cas comme celui d'Oscar ?</p>

					Altruiste		Est-ce que la religion peut aider à faire face à la mort ?
--	--	--	--	--	-----------	--	--

ANNÉE 2 Grade 12

THEMES	SOUS THEME	TYPE DE TEXTE	COMPETENCES	GRAMMAIRE	PROFIL IB	ATL	TOK
Identités <i>Quelles idées et quelles images associons-nous à un mode de vie sain ?</i>	1. Bien-être 2. Santé	Rapport Blog Lettre Brochure tract	<u>Épreuve 1:</u> <u>Compétences productives – expression écrite</u> <u>Compréhension conceptuelle</u> <u>Épreuve 2:</u> <u>Compétences réceptives (textes écrits et audio)</u> <u>Compétences productives – oral</u>	<input type="checkbox"/> les pronoms <input type="checkbox"/> la concordance des temps <input type="checkbox"/> le subjonctif <input type="checkbox"/> les verbes pronominaux <input type="checkbox"/> la négation	Informé Réfléchi Ouvert d'esprit Chercheur Intègre Audacieux	Pensée Autogestion Compétence sociale Langue Communication Recherche	Le corps façonne-t-il notre identité ? Comment peut-on expliquer qu'une même chose, une même action puissent rendre une personne heureuse et une autre malheureuse ? Il y a énormément de preuves médicales sur les effets nocifs de l'alcool, du tabac et de la plupart des drogues illégales : quel est votre avis, pourriez-vous dire si les politiques et non pas les médecins déterminent les

							limites de leur consommation ?
<p>Expériences</p> <p><i>En quoi notre vision du monde serait-elle différente si nous vivions dans une autre culture ?</i></p> <p><i>Comment et pourquoi différentes cultures marquent-elles les moments importants de notre vie ?</i></p>	<p>1. Migrations</p> <p>2. Rites</p> <p>3. les traditions</p>	Guide de recommandations / instructions	<u>Compréhension conceptuelle</u>	<input type="checkbox"/> le futur antérieur	Sensé communicatif	Pensée	À quel moment et comment un immigrant peut-
		Entretien	<u>Épreuve 1: Compétences productives – expression écrite</u>	<input type="checkbox"/> les pronoms compléments	Informé	Compétences sociales	prendre conscience de son intégration dans la société d'accueil
		Journal intime		<input type="checkbox"/> Les pronoms toniques	Réfléchi	Recherche	
		Blog	<u>Épreuve 2: Compétences réceptives (textes écrits et audio)</u>	<input type="checkbox"/> Les relatifs	Équilibré	Communication	Dans quelle mesure notre perception des immigrants est-elle définie par les médias ou par notre expérience personnelle ?
		Courriel		Le futur proche	Ouvert d'esprit	Autogestion	
		Brochure		<input type="checkbox"/> l'imparfait			Les rites existent-ils pour empêcher les gens de penser à eux-mêmes ?
		Lettre	<u>Compétences productives – oral</u>	<input type="checkbox"/> le passé composé	Chercheur		Qui ou qu'est-ce qui détermine la nature des rites ?
		Critique					Pensez-vous que les bonnes manières gênent ou aident la communication avec les autres ?

<p>Organisation sociale</p> <p><i>Quelles occasions et quelles difficultés le monde du travail présente-t-il au XXI^e siècle ?</i></p> <p><i>À quoi servent les règles et les règlements dans la formation d'une société ?</i></p>	<p>1. le monde du travail</p> <p>2. Les lois</p>	<p>Lettre</p> <p>Dissertation</p> <p>Rapport</p> <p>courriel</p>	<p><u>Compréhension conceptuelle</u></p> <p>Épreuve 1: <u>Compétences productives – expression écrite</u></p> <p>Épreuve 2: <u>Compétences réceptives</u> (textes écrits et audio)</p> <p><u>Compétences productives – oral</u></p>	<p><input type="checkbox"/> le passif</p> <p><input type="checkbox"/> prépositions</p> <p><input type="checkbox"/> cause & conséquence</p> <p><input type="checkbox"/> comparatif</p> <p><input type="checkbox"/> concordance des temps</p>	<p>Informé</p> <p>Réfléchi</p> <p>Chercheur</p> <p>communicatif</p>	<p>Autogestion</p> <p>Communication</p> <p>Compétences sociales</p> <p>Recherche</p>	<p>Que pensez-vous des réglementations en vigueur dans votre école ?</p> <p>Qu'est-ce qui motive nos actions ?</p> <p>Qu'est-ce qui séduit l'originalité de l'imitation et du plagiat ?</p>
<p>Ingéniosité humaine</p> <p><i>En quoi les arts nous aident-ils à comprendre le monde ?</i></p> <p><i>Que pouvons-nous apprendre sur une culture grâce à son expression artistique ?</i></p>	<p>1. les arts et les médias</p>	<p>Dissertation</p> <p>Brochure</p> <p>Article</p> <p>Discours</p> <p>Blog</p>	<p><u>Compréhension conceptuelle</u></p> <p>Épreuve 1: <u>Compétences productives – expression écrite</u></p> <p>Épreuve 2: <u>Compétences réceptives</u> (textes écrits et audio)</p> <p><u>Compétences productives – oral</u></p>	<p><input type="checkbox"/> passé simple</p> <p><input type="checkbox"/> révision des temps de l'indicatif</p> <p><input type="checkbox"/> la négation avec les verbes</p>	<p>Informé</p> <p>Réfléchi</p> <p>Ouvert d'esprit</p> <p>Chercheur</p> <p>Intègre</p> <p>Audacieux</p> <p>Communicatif</p>	<p>Recherche</p> <p>Communication</p> <p>Pensée</p> <p>Compétences sociales</p> <p>Autogestion</p>	<p>Comment s'exprimer de façon créative ?</p> <p>Mangez-vous tout simplement pour vivre, ou plutôt pour savourer les aliments que vous mangez ?</p> <p>Portez-vous des vêtements tout simplement pour vous protéger des intempéries, pour impressionner les autres par votre</p>

							<p>style de mode, ou plutôt pour vous faire plaisir ?</p> <p>Pour évaluer la réussite esthétique d'une création originale, faut-il insister sur l'efficacité de la réalisation des objectifs de ce produit ou plutôt sur l'élégance de présentation de cette œuvre ?</p>
<p>Partage de la planète</p> <p><i>Quelles questions éthiques sont soulevées par la vie dans le monde moderne, et quelle solution pouvons-nous apporter ?</i></p> <p><i>Quelles difficultés et quels avantages la mondialisation présente-t-elle ?</i></p>	<p>1. Les conflits et la paix</p> <p>2. Égalité et liberté</p>	<p>Rapport</p> <p>Discours</p> <p>Entretien</p> <p>Blog</p> <p>Article</p> <p>Tract</p> <p>Courriel</p> <p>Lettre</p> <p>Éditorial</p>	<p><u>Compréhension conceptuelle</u></p> <p><u>Épreuve 1: Compétences productives – expression écrite</u></p> <p><u>Épreuve 2: Compétences réceptives (textes écrits et audio)</u></p> <p><u>Compétences productives – oral</u></p>	<p><input type="checkbox"/> révision à la carte</p>	<p>Réfléchi</p> <p>Ouvert d'esprit</p> <p>Informé</p> <p>Communicatif</p>	<p>Recherche</p> <p>Pensée</p> <p>Communication</p> <p>Compétences sociales</p>	<p>Doit-on respecter tous les droits de tous, sans exceptions et sans exclusions ?</p> <p>Beaucoup de conflits, à n'importe quel niveau, sont motivés par des inégalités qu'on veut plus tolérer. Quels sont les principes les plus importants qui devraient guider notre</p>

							comportement envers les autres dans de telles situations d'inégalité ? Son des principes universels ou plus propres à certaines cultures ? Que représente la notion de liberté ?
Littérature Compilation de 8 nouvelles	1. L'intruse, Eric-Emmanuel Schmitt 2. Happy Meal, Anna Gavalda 3. Quand Angèle fut seule..., Pascal Mérigeau 4. La tragédie du chef, François Nkémé 5. Meurtre dans un jardin, Isabelle Hoarau-Joly 6. Ave Mariane, Edouard Elvis Bvouma	Dissertation Résumé Journal intime Critique Entretien Lettre au courrier des lecteurs	<u>Compréhension conceptuelle</u> <u>Compétences productives – oral</u>	<input type="checkbox"/> travail de vocabulaire <input type="checkbox"/> recherche de synonyme <input type="checkbox"/> l'emploi des mots	Réfléchi Informé Ouvert d'esprit Altruiste Chercheur	Autogestion Recherche Pensée Communication	1/2/3 : Peut-on toujours se fier uniquement à ce que l'on voit ? 4 : Les changements sont-ils toujours bons ? « Un long séjour dans l'eau ne transforme point un tronc d'arbre en crocodile. » Discutez. 5 : Pensez-vous que c'est un meurtre ou un accident ? Toutes : Pensez-vous que la littérature doit

	<p>7. une journée dans la vie d'Augustine Amaya, Emmanuel Dongala</p> <p>8. Être quelqu'un, Fouad Laroui</p>						<p>s'inspirer de la réalité ou s'en éloigner ?</p> <p>Albert Camus a écrit : « ...Notre seule justification, s'il y a une, est de parler, dans la mesure de nos moyens pour ceux qui ne peuvent le faire. » Quelles sont les nouvelles qui pourraient illustrer cette idée ? Pourquoi ?</p>
--	--	--	--	--	--	--	---