

# HIGH SCHOOL PROGRAM OF STUDIES 2024-2025



CAYMAN INTERNATIONAL SCHOOL  
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Courses offered are accurate at time of print but may be subject to change.

Last Update: June 2024

## The CIS High School Diploma

CIS offers the U.S. High School Diploma as well as the International Baccalaureate (IB) Diploma. The U.S. High School Diploma is earned by completing a minimum of 24 credits over the course of four years. One credit is earned in a course that meets for one full school year. Partial credit is earned by taking an elective course. Some courses are a semester in duration, and other courses last the duration of the entire school year. Credits must be earned in selected areas as described in the chart below. To earn a U.S. High School Diploma from CIS, credits must be earned over four years in certain pre-determined subject areas.

### Graduation requirements for the Class of 2025 and above

Academic area	Graduation Requirement	Recommended Credits for University
English	4.0	4.0
Math	3.0	4.0
Science	3.0	3-4
Social Studies	4.0	3-4
World Language	2.0	3-4
Arts/Design	2.0	3-4
PE/Health	2.0	1-2
Satisfactory completion of Extended Essay or Senior Project	Pass	0.5-1
Theory of Knowledge	Recommended	Highly recommended
CAS/Service per grade level	Pass	Highly recommended
Electives	2.0	
<b>Total</b>	<b>24</b>	

### Graduation with Distinction

This includes the requirements for graduation plus:

- An average final transcript grade of B+
- Submission of ToK Essay or Extended Essay
- At least 2 IB Higher Level courses
- An additional 2 years of a language other than English

Frequency and Duration of Course	Credit Awarded
Courses meeting two or three days per week for the full school year (approx. 132 hours)	1.0
Courses meeting two or three days per week for one semester (approx. 66 hours)	0.5

- Students take five core courses each year in the areas of English, Math, Science, Social Studies and World Language.
- If a student has a Psychoeducational Evaluation with an Individualized Educational Plan (IEP) that specifically addresses language and language development, the student may complete two years (2.0 credits) of a World Language to meet CIS graduation requirements.
- At least one credit (1.0 – two semesters) must be selected from courses that are beyond the five core course requirements (technology, TOK, etc.)

- **Arts/Design refers to courses in Art, Music, Band, Drama and STEAM. Electives can be additional PE or Arts and Design courses.**
- Please note that not all elective and other non-core courses are offered every semester. Student demand and staffing patterns determine when and how often electives and other courses can be offered. Students do not always receive their first choice of courses.
- **NOW is the time to start reviewing the requirements of specific colleges and universities you are interested in. CIS offers valuable interest inventory testing and college counseling.**

Course Load and Enrollment Requirements: In Grades 9 and 10, students must be enrolled in eight (8) full-time classes (or equivalent schedule). Any exception requires pre-approval and a meeting with the principal and counselor. In Grade 11, students must be enrolled in a minimum of six and half (6.5) full-time classes. In Grade 12, students must be enrolled in a minimum of six (6.0) full-time classes (or equivalent schedule). There are no exceptions to the Grade 11 and 12 enrollment requirements.

#### **Elective Credit Waiver**

Students may apply for a waiver to receive partial elective credit in Fine Arts and PE. To receive waiver credit students must:

- Receive pre-approval from a counselor and administrator prior to the start of the activity
- Participate in an activity with a credentialed or certified teacher, coach, or supervisor
- Complete the [PE Credit Waiver form](#). This must be dated, the hours recorded, and a signature provided. This will be signed off by the PE Department.

#### **Waiver Credit Max:**

- Visual and Performing Arts (1.0)
- PE (1.0)

#### **Waiver Requirements:**

- 0.25 credit = 33 hours
- 0.50 credit = 66 hours
- 0.75 credit = 99 hours
- 1.00 credit = 132 hours

CIS will not issue partial credit below 0.25. If a daily activity extends beyond 60 minutes, students cannot accumulate minutes to count toward another day.

## Sample Course Selections

GRADE 9	GRADE 10
English 9	English 10
Social Studies 9	Social Studies 10
Integrated Science 9	Integrated Science 10
Math 9	Math 10
Spanish 1, 2 or Advanced Spanish	Spanish 1, 2, 3 or Advanced Spanish
Health and Physical Education	Health and Physical Education
Art or Design Electives	Art, Design or PE Electives
GRADE 11	GRADE 12
English 11 /IB Language and Literature 11/IB Literature 11**	English 12 /IB Language and Literature/IB Literature**
Geography* and/or History* and/or Environmental Systems and Societies* and/or Economics* and/or High School Social Studies	Geography* and/or History* and/or Environmental Systems and Societies* and/or Economics* and/or High School Social Studies
Biology* and/or Chemistry* and/or Physics* and/or Environmental Systems and Societies*	Biology* and/or Chemistry* and/or Physics* and/or Environmental Systems and Societies*
Math AI/Math AA/High School Math	Math AI/Math AA/High School Math
Spanish*/Spanish 2 or 3/French ab initio	Spanish*/Spanish 2 or 3/French ab initio
TOK*	TOK* or Elective
Visual or Performing Arts* or Elective	Visual or Performing Arts* or Elective

\*These courses are offered/taken at the IB level

\*\* All IB courses are 2 years long and cannot be changed between 11th and 12th Grade

## The International Baccalaureate Courses and Diploma

Cayman International School has been authorized to present the Diploma Program of the International Baccalaureate since September 2008. The courses prepare students for external exams given around the world in May of each school year. Successful performance on these exams can lead to advanced standing in American, Canadian and European universities and colleges, and other institutions across the globe. In many countries, the results from these exams are also used in the university admission process.



The IB program offers a diploma in addition to the Cayman International School High School Diploma. The IB program of studies leading to examinations is a two-year sequence for students in their final two years of high school. Students who enroll in the IBDP (International Baccalaureate Diploma Program) will choose three subjects at Higher Level (HL) and three subjects at the Standard Level (SL). The higher and standard level courses offered at Cayman International School are noted below.

The IB Diploma Program is a demanding, challenging and comprehensive two-year international curriculum. Students may either apply for the full diploma, granted after achieving a certain level on external exams and fulfilling several other criteria, or they may opt for “Certificates of Achievement” in particular IB courses. In the latter case, students would not be eligible for the IB Diploma (as it requires three higher and three standard subjects including exams) but would receive the IB Certificate for each IB course they take, allowing them to earn the associated college credit. The IB Diploma and Certificate Programs may only be chosen after consultation with the IB Coordinator.

All IB courses are designed to cultivate the characteristics of the IB Learner Profile. The IB Diploma involves successful performance on the external exams, and completion of the Extended Essay, CAS, and the TOK. There are minimum hours required for the HL (240) and SL (150) IB courses.

### IB Subjects Available at CIS

	Higher Level	Standard Level
Group 1	English Literature 11/12 Language and Literature 11/12	English Literature 11/12 Language and Literature 11/12
Group 2	Spanish (Language B) 11/12	Spanish (Language B) 11/12 French ab initio <sup>☒</sup>
Group 3	Geography 11/12 History 11/12 Economics 11/12	Geography 11/12 History 11/12 Environmental Systems and Societies 11/12 Economics 11/12
Group 4	Biology 11/12 Chemistry 11/12 Physics 11/12	Biology 11/12 Chemistry 11/12 Physics 11/12 Environmental Systems and Societies 11/12
Group 5	Math (Analysis and Approaches) 11/12*	Math (Analysis and Approaches) 11/12* Math (Applications and Interpretation) 11/12 <sup>^</sup>
Group 6	Visual Arts 11/12 Music 11/12	Visual Arts 11/12 Music 11/12

Note: To facilitate student needs, alternative Group 2, 3, 5, and 6 courses may be available through Pamoja, including Mandarin ab initio and Spanish ab initio. These are online courses that are subject to approval and require additional tuition to be paid by parents. Courses have a CIS facilitator but are taught by the online instructor. Approval is required by administration, counselor, and IB coordinator as these courses are not applicable for all students. Pamoja is the only online provider of approved IB courses in the world.

\* A minimum pass of a B is required in Grade 10 Maths (or an equivalent level course for incoming students).

<sup>^</sup> A minimum pass of a C is required in Grade 10 Maths (or an equivalent course for incoming students).

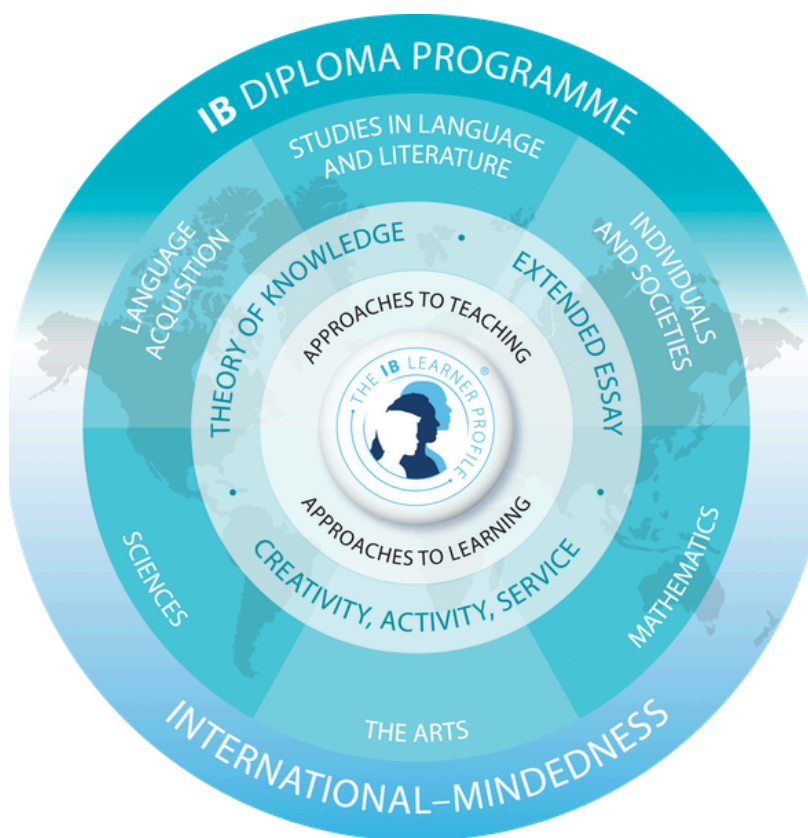
☒ A student with more than one year of high school level instruction in a language, or who speaks the language as their primary language in the home, is not eligible for an Ab Initio course in that language

### Three Additional Requirements – the IB Diploma Core

Creativity-Action-Service (CAS) is studied throughout the Diploma Programme. CAS involves students in a range of activities alongside their academic studies. The three strands are Creativity – arts, and other experiences that involve creative thinking; Activity – physical exertion contributing to a healthy lifestyle; Service – an unpaid and voluntary exchange that has a learning benefit for students. Students are required to complete a CAS Project to demonstrate initiative, perseverance, and development of skills, problem solving, and decision making.

The Extended Essay (EE) is an independent research paper of up to 4,000 words in one of the subjects of the IB curriculum. The EE is marked externally.

Theory of Knowledge (TOK) is a course that explores the relationship between the various disciplines and ensures that students engage in critical reflection of the knowledge and experience acquired both within and beyond the classroom. TOK is assessed through an oral presentation and a 1,600 word essay.



## Community Service/Service Learning

CIS strongly values the principles of service and fosters both school and community-based service-learning opportunities. All students are required to fulfill the following minimum hours of service learning.

<b>Grade 9</b>	15
<b>Grade 10</b>	20
<b>Grade 11</b>	25*
<b>Grade 12</b>	25*

*\*IB Diploma students may have additional CAS requirements and will be updated accordingly.*

**Service Learning:** Service learning is a teaching and learning approach through which students achieve curriculum goals and develop empathy while attending to the needs of others. Service learning is a crucial aspect of sound appreciative inquiry education and high school students are required to complete minimum service-learning hours. Service learning does not solely focus on doing things for others but includes a partnership with others and also attends to environmental and societal needs. It is important that service learning be at the heart of all projects or participation. Leadership groups and clubs provide opportunities for student participation. Participation in a group or club that focuses on service learning enhances student understandings, programs, and projects, and contributes to the development of community on and off-campus.

All service-learning activities must have the approval of the designated CAS Coordinator and/or high school counselor.

Guiding Questions for Service-Learning Consideration at CIS: Is the activity a new role for me? Is it a real task that I am going to undertake? Does it have real consequences for other people and for me? What do I hope to learn from involvement? How can this activity benefit other people? What can I reflect on during this activity?

Examples of service-learning activities which are likely to be considered:

- Volunteering to coach a team or teach children
- Volunteering at a retirement facility
- Tutoring
- Beach clean-ups
- Organizing a walkathon to raise money for a special interest group

Examples of service-learning activities which are not likely to meet the criteria:

- Any class, activity or project which is already part of the school's program or a school event
- An activity for which a student is personally rewarded either financially or with some other benefit
- All forms of responsibility within the family
- Work experience which only benefits the student
- Fundraising with no clearly defined end in sight
- An activity where there is no responsible adult on site to evaluate and confirm student performance



## Course Descriptions

### English

**English 9** - General Literature and Composition: This course focuses on the development of critical thinking, reading, writing and presentation skills. Students will explore fiction, non-fiction, poetry and drama while focusing on cultural diversity. The writing process for formal essays will be introduced with an emphasis on research and persuasion. Various forms of creative writing will be explored as students solidify their grasp of appropriate grammar and syntax.

**English 10** - World Literature and Composition: The World Literature course focuses on reading, writing, comprehension, presentation and communication skills, allowing students to experience the voice of writers holding alternative views. Students will analyze, discuss and deconstruct pieces of literature by topic, theme and style. They will learn to identify methods authors use to express themes and opinions through the study of writing styles and techniques.

**High School English 11/12** – Literature and Composition: This course continues with an emphasis on developing composition skill and literary analysis. The course focuses on developing the language skills of reading, writing, speaking, listening, critical and creative thinking and expression, viewing, and presenting. The course includes the study and deconstruction of various literary genres: short story, poetry, novel, drama, and non-fiction. Through the study of different genres, students will develop critical reading and writing skills, and gain an understanding of different cultures, themes, and perspectives.

**IB English Literature 11 & 12:** This course will engage students in a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students will learn to appreciate the artistry of literature and develop the ability to reflect critically on their reading, presenting literary analysis through both written and oral communication. Students develop the ability to engage in close, detailed works, building understanding of the techniques involved in literary criticism. Note: This course is taught at the IB (SL) and IB (HL) levels, both requiring students to sit for external assessments.

**IB Language and Literature 11 & 12:** This course will engage students in a broad range of texts, and students grow to appreciate a language's complexity and wealth of subtleties in a variety of contexts. Students will develop a personal appreciation of language and literature, and they will develop critical-thinking skills in their interaction with a range of texts from different periods, styles, text-types and literacy forms. The course focuses on developing student understanding of formal, stylistic and aesthetic qualities of text. Students will develop an appreciation of cultural differences and perspectives and understand how language challenges and sustains ways of thinking. Note: This course is taught at the IB (SL) and IB (HL) levels, both requiring students to sit for external assessments.

### Mathematics

**Math 9:** This course is designed to provide students with a comprehensive and integrated approach to mathematics, covering a range of topics from algebra, geometry, statistics, and probability. The course follows an integrated curriculum with a focus on problem-solving, critical thinking, and real-world applications. The topics covered in the course include functions, linear equations and systems of equations, geometry including transformations and constructions, statistics and probability, as well as the properties of exponents, exponential functions and polynomial multiplication and factoring. Throughout the course, students will use technology and real-world examples to enhance their understanding of mathematical concepts. They will also develop critical thinking and problem-solving skills by working on challenging problems and projects. By the end of the course, students will have a solid understanding of essential mathematical concepts and their applications. They will be able to use mathematical models to analyze and solve problems in a variety of contexts, making them well-prepared

for further study in mathematics and related fields. Students in the advanced section of the course will also cover extensions to the topics covered in the course, with a focus on solving problems with a higher level of computational complexity.

**Math 10:** This course is designed to provide students with a comprehensive and integrated approach to mathematics, covering a range of topics from algebra, geometry, statistics, and probability. The course follows an integrated curriculum with a focus on problem-solving, critical thinking, and real-world applications. The topics covered in the course include quadratic functions, trigonometry, logarithms, as well as statistics and probability. Throughout the course, students will use technology and real-world examples to enhance their understanding of mathematical concepts. They will also develop critical thinking and problem-solving skills by working on challenging problems and projects. By the end of the course, students will have a solid understanding of essential mathematical concepts and their applications. They will be able to use mathematical models to analyze and solve problems in a variety of contexts, making them well-prepared for further study in mathematics and related fields. Students in the advanced section of the course will cover extensions to the topics covered, with a focus on solving problems with a higher level of computational complexity. Successful completion of Math 9 is a prerequisite

**High School Math:** This course builds and strengthens students' conceptual knowledge of Algebra, Statistics and Probability. The Algebra portion includes rounding and accuracy, error estimation, basic rates of change, substitution, solving problems using equations, and an introduction to Differential Calculus. In Statistics and Probability, students investigate the measurements of spread in data, including standard deviation, methods of data presentation, basic probability, discrete and continuous random variables and probability distributions. The course can be taken by students in either Grade 11 or Grade 12. Successful completion of Math 10 is a prerequisite.

**IB Mathematics: Analysis and Approaches:** This course has a strong emphasis on calculus and on algebraic, graphical and numerical approaches. In this course, students will develop strong skills in mathematical thinking and become fluent in the construction of mathematical arguments. The course is designed for students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course is suitable for students who may go on to further study in subjects that have a significant level of mathematics content (e.g. mathematics, engineering, physical sciences or economics). The five topics covered are number and algebra, functions, geometry and trigonometry, probability and statistics, and calculus. Note: This course is taught at the IB (SL) and IB (HL) levels, both requiring students to sit for external assessments. Each topic above has sub-topics with HL students covering some additional sub-topics or the same sub-topics at greater depth. A scientific or graphing calculator is required for this course. Successful completion of Math 10 (Minimum grade B) is a prerequisite. This course is recommended for students applying to university programs that have a Calculus prerequisite.

**IB Mathematics: Applications and Interpretations:** This course emphasizes the applied nature of mathematics and is designed for students who wish to understand how mathematics relates to the real world and to other subjects. It will appeal to students who enjoy mathematics in a practical context. Students who take this course will be interested in developing their skills in solving practical problems, harnessing technology, and exploring mathematical models. This course is suitable for students who may go on to further study in subjects that utilize mathematics in this way such as social sciences, natural sciences, statistics, business, psychology or design. The five topics covered are number and algebra, functions, geometry and trigonometry, probability and statistics, and calculus. Note: This course is taught at the IB (SL) level. IB (SL) requires students to sit for external assessments. Each topic above has sub-topics. A scientific or graphing calculator is required for this course. Successful completion of Math 10 (minimum grade C) is a prerequisite.

## Sciences

***Integrated Science 9:*** This course is designed to introduce students to biology, chemistry and environmental science using an inquiry-based approach combined with extensive laboratory work. The course focuses on the relationship between these three sciences, emphasizing how the basic units of atoms, cells and energy flow through ecological systems. Emphasis will be placed on the practical application of concepts, and on skills needed for further study in any related fields. Lab and class activities are designed to involve students in the learning process emphasizing critical thinking, evaluation and analysis.

***Integrated Science 10:*** This course builds on the coursework from Integrated Science 9 and is designed to introduce students to the major connections between physics, chemistry and engineering using an inquiry-based approach combined with extensive laboratory work. The course focuses on the relationship between these three sciences, emphasizing forces, matter and energy and their applications to the world using an engineering lens. Emphasis will be placed on the practical application of concepts, and on skills needed for further study in any related fields. Lab and class activities are designed to involve students in the learning process emphasizing critical thinking, evaluation and analysis. This course provides the stepping-stone for future IB science related courses.

***Environmental Systems and Societies 11 and 12:*** This is a transdisciplinary course that contains various sciences, coupled with a societal viewpoint, all intertwined to help students understand the environment and its sustainability. The purpose of this course is to expose students to the interrelationships of the environment and societies, and the nature of their interactions, so that they can make informed personal responses to a wide range of pressing global issues. The course requires field experiences which will further extend the interrelationships between the environment and societies. The course promotes an understanding of environmental processes in an internationally minded way. Students will consider the interdependence of peoples, communities and nations around the world as governmental and non-governmental agencies work to manage and preserve the resources of our globe's environment. The course of study will provide the skills necessary for students to analyze, promote cultural awareness, connect technology and its influence on the environment, and realize that global societies are linked to the environment at a number of levels and at a variety of scales and the resolution of many of these issues relies heavily on international relationships and agreements. As a result of this course, the students will develop a holistic appreciation of complexities of local and global environmental issues and how different societies influence them. Note: This course is taught at the IB (SL) and high school levels. IB SL requires students to sit external assessments. This course does not qualify as a lab-based science for university applications.

***IB Biology 11 & 12:*** Biology 11/12 is a two-year study of life evolving over three billion years to produce over eight million species that share the Earth today; more than at any other time. In this course, students will study the micro and macro processes that drive the biological world, through which they will gain a deeper understanding of the nature of science. The core topics covered include cell biology, molecular biology, genetics, ecology, evolution and human physiology. Note: This course is taught at the IB (SL) and IB (HL) levels. The difference between SL and HL is one of breadth and depth. HL students are required to study more demanding extension material. Both HL and SL students are required to sit external IB exams and complete an individual investigation as their Internal Assessment.

***IB Chemistry 11 & 12:*** This course combines intensive conceptual study with in-depth laboratory techniques. This course will focus on the international applications of chemistry and the impacts that science and technology have on humans and the environment. The course will encourage the development and use of higher order thinking strategies such as analysis and synthesis as well as problem solving skills. Students will develop a well-rounded understanding of the relationships between

scientific disciplines and the overreaching nature of the scientific method. Note: This course is taught at the IB (SL) and IB (HL) levels, both requiring students to sit external assessments. This is a two-year IB course.

**IB Physics 11 and 12:** Practical investigations are an integral part of this course. Students are required to research a scientific problem, develop an hypothesis, design an experiment, conduct investigations and draw conclusions. Special emphasis is given to manipulative skills required to carry out scientific investigations. Topics covered in the course are measurements and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic and nuclear physics, and energy production. These main concepts serve as topics that may lead into deeper investigation and learning: Note: This course is taught at the IB (SL) and IB (HL) levels, both requiring students to sit external assessments. This is a two-year IB course.

## Social Studies

**Social Studies 9:** In this course, students will investigate how developments in technology, economics and politics influence interactions throughout the world. To what extent does access to information impact revolutionary ideas? How does development impact land use planning? Are TNCs the new empires? How does development impact international conflict and cooperation? Building on the co-curricular investigation skills, students will address these questions from a multi-disciplinary standpoint, and they will examine a variety of case studies throughout the year.

**Social Studies 10:** In this course, students will investigate the changing nature of political and economic thought in a global context and the interplay between government and international relations. How are different political ideologies applied in different geographic contexts? How does international interaction impact perception/sense of national identity? How do differing ideologies affect global economic interactions?

**IB Geography 11 & 12:** This course focuses on understanding the nature and causes of area differentiation on the global surface. Students will seek to understand the differences in patterns of human distribution, interrelationships between human society and the physical environment, people's use of the Earth in time and space, and how these differences are related to people's cultures and economies. There are both internal and external assessments in this course. Note: This course is also taught at the IB (SL) and IB (HL) levels, both requiring students to sit for external assessments.

**IB History 11 & 12:** This is a rigorous, intellectual course that centers around six key concepts – change, continuity, perspectives, significance, causation and consequence. Over the span of two years, the two main regions of study are Europe and the Americas, and we study international relations, domestic politics, conflict and cooperation between 1870 and 1945; followed by race relations and political change in the USA and South Africa during the second half of the Twentieth Century. Students learn to be true historians, developing key transferable skills in analysis and investigation which enable them to present balanced and supported arguments. Note: This course is also taught at the IB (SL) and IB (HL) levels, both requiring students to sit for external assessments.

**IB Economics 11 & 12:** IB Economics is a dynamic and interactive two-year course. Students will develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world through exploring the main topics of introducing economics, microeconomics, macroeconomics, and the global economy. While there is traditional lecture, individual study, and essay writing, students will also engage in research (individual and grouped), discussions, and presentations. We will have guest speakers allowing students the opportunity to interact with individuals who can provide real-world

insight into topics studied. This course is taught at the standard and higher level, both requiring students to sit for external assessments.

***Environmental Systems and Societies 11 & 12:*** This is a transdisciplinary course that contains various sciences, coupled with a societal viewpoint, all intertwined to help students understand the environment and its sustainability. The purpose of this course is to expose students to the interrelationships of the environment and societies, and the nature of their interactions, so that they can make informed personal responses to a wide range of pressing global issues. The course requires field experiences which will further extend the interrelationships between the environment and societies. The course promotes an understanding of environmental processes in an internationally minded way. Students will consider the interdependence of peoples, communities and nations around the world as governmental and non-governmental agencies work to manage and preserve the resources of our globe's environment. The course of study will provide the skills necessary for students to analyze, promote cultural awareness, connect technology and its influence on the environment, and realize that global societies are linked to the environment at a number of levels and at a variety of scales and the resolution of many of these issues relies heavily on international relationships and agreements. As a result of this course, students will develop a holistic appreciation of complexities of local and global environmental issues and how different societies influence them. Note: This course is taught at the IB (SL) and high school levels. IB SL requires students to sit external assessments. This course does not qualify as a lab-based science for university applications.

***Social Studies 11 & 12:*** Collectively refers to the many branches of study that deal with how people live and work together, including but not limited to history, economics, geography, psychology, and business. This is a High School, non-IB course.

## World Language

***Spanish 1:*** This course is designed to help students develop a basic proficiency in listening, speaking, reading and writing and to prepare them for further study of the Spanish language. The communicative approach is used to introduce vocabulary and structures through the functions of the language. Authentic materials and cultural information are woven throughout the course to provide a framework for proficiency in the language and appreciation of the cultures of the countries where Spanish is spoken.

***Spanish 2:*** This course continues to develop the language skills in Spanish through a communicative approach. Students are encouraged to express their own needs and interests in the Spanish language. Supplementary materials relating to culture help to further develop students' reading and writing skills, as well as a continued cultural awareness of the Spanish speaking world.

***Spanish 3:*** This course continues to develop the language skills in Spanish through a communicative approach. This course continues to further develop students' reading and writing skills, as well as a continued cultural awareness of the Spanish speaking world. This course prepares students to be successful in IB Spanish.

***Spanish Advanced:*** This course is designed specifically for students with a high level of understanding of the Spanish language in the receptive and productive skills. Students in this course have an excellent grasp of how Spanish and Latin American culture functions. The purpose of the course is to enable students to develop, maintain, and enhance proficiency in the language by providing opportunities to listen, speak, read, write, and interact in a variety of contexts and for a variety of audiences. Spanish Advanced allows students the opportunity to explore cultures of the Hispanic world including their own.

Students will analyze literary and non-literary texts and gain a better understanding of the nuances of language and culture through a wide variety of projects, tasks and assessments.

**IB Spanish 11 & 12:** This course emphasizes the use of communication skills through active participation by students. Students hone their ability to comprehend formal and informal patterns of speech and to express their ideas with accuracy and fluency. They are pushed to build the specialized vocabularies needed for everyday encounters with a variety of written forms from literacy works to newspapers. The course of study will move beyond language and embrace an understanding of the cultural factors that influence the Spanish language and how the Spanish language has in turn influenced society. **Note:** This course is taught at the IB (SL) and IB (HL) levels, both requiring students to sit for external assessments.

**French ab initio 11 & 12:** Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in – or very little exposure to – the target language: no more than 1 year of HS teaching. Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts. Students develop the ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

**French (Elective – Grade 10 +):** The goal of this course is to give students an introduction to French language and francophone cultures, so that students may gain a basic understanding and appreciation of this widely spoken language and the cultural contributions made by the parts of the world where French is used. This course is not a prerequisite for IB Ab initio French in Grade 11 but taking it in Grade 10 may help to inform choices for the following year. French is available as a semester- or year-long course.

## Art and Design

**Studio Art 1 (Elective - Prerequisite for IB Visual Arts):** This course is designed to provide a foundation for more advanced art courses (such as Studio Art 2 and IB Visual Arts). Emphasis is placed on understanding the Elements of Art and Principles of Design as a basis for composition and creating, as well as understanding visual vocabulary used in creating and critiquing artwork. Students will develop their drawing skills through a series of exercises, technical strategies, and projects from sources such as *Drawing on the Right Side of the Brain* by Betty Edwards. Students will explore a variety of artists, art processes, and materials. Willingness to get involved in the creative process is a more important requirement than the student's talent or previous experience.

**Studio Art 2 (Elective - Highly recommended if considering IB Visual Arts):** Studio Art 1 is a prerequisite for this course. The purpose of this course is to further develop technical skills in a variety of materials as well as ideation and creation strategies. Studio Art 2 is designed to better prepare students for IB Visual Arts, so an emphasis is placed on exploring ideas and materials of each student's own, unique interests. Emphasis is also placed on the documentation of and reflection on their creation process. In this course students will also be introduced to the historical and cultural aspects of art through a variety of artists and artistic movements.

**Digital Photography (Elective):** This course will help students learn the fundamentals of photography. Students will learn about the features common to most DSLR cameras, identify how to manipulate aspects of the exposure triangle to consistently capture quality images, practice using post-production tools to refine their work, and understand how to curate the images they capture to tell a story. Additional topics covered may include, but are not limited to, aperture, shutter speed, ISO, camera



modes (i.e. manual mode), compositional techniques, ethics in photography, and post-production techniques.

**Mixed Media Design (Elective):** This course introduces students to classical and contemporary mixed media techniques and concepts. Students will explore themes through a variety of mixed media projects which may include collage, printmaking, painting, bookmaking, or other sculptural work. Composition, visual perception, visual metaphor, language, interpretation, and critical thinking skills will all be emphasized. We will study and research major styles and movements in historical context, in addition to relevant artists. Demonstrations, group and individual critiques will be given throughout the course.

**IB Visual Arts 11 & 12: (Studio Art 1 is a prerequisite for this course).** This course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

**High School Theater I - Skills Semester (Elective. Offered first semester):** After an introduction to/review of the foundations of theater, students will explore particular theater styles that will help them to develop versatility as actors. Examples of possible styles of study may include improv, comedy, melodrama, mime, and others. This course will be a skills semester in which students study various different styles of theater and complete final performances of each to small, invited audiences during class. There is no final performance to an open audience during Skills Semester. There are no prerequisites needed to take this course.

**Musical Theatre (Elective. Offered first semester):** This course will begin with a study of the three main components of musical theater - singing, movement, and acting. Students will learn how to unlock their voice in order to sing and speak in a way that tells a story. They will learn how movement and dance is an integral part of telling the story for a musical theater performance. Students will gain confidence in their performing skills through a series of small performances for invited audiences, and then will finish the semester with a larger performance to an open audience. Students must commit to be present at the final performance, which may be an evening event (date will be announced at the start of the class). There are no prerequisites needed to take this course.

**High School Theater II - Performance Semester (Elective. Offered second semester):** After an introduction to/review of the foundations of theater, students will explore particular theater styles that will help them to develop versatility as actors. Examples of possible styles of study may include improv, comedy, melodrama, mime, and others. This course will be a performance semester. We will spend the last part of the semester preparing for and performing a theater production to an open audience. Students must commit to be present at the final performance, which will happen during a Theatre Showcase event (date will be announced at the start of the class). There are no prerequisites needed to take this course.

**Theater Design (Elective, Offered second semester):** In this course, students will explore the various aspects of the technical and design components of theatrical performance. Units of study may include set design, lighting and sound design, stage management, costume and makeup design, and directing. While this is not a performance course, theatrical texts will be used and staged to facilitate the learning of these technical components. Students will gain practical skills by being part of the technical crew for

extra-curricular productions and/or the final performance for High School Theatre II. Students must commit to be present at these final performances which may happen outside of school hours (date will be announced at the start of the class). There are no prerequisites needed to take this course.

**Advanced Band (Elective- 1 credit, full-year):** This course is a year-long course for students with approximately two or more years of playing experience. The course offers the opportunity for ensemble playing and further theory lessons. There will be performances throughout the year.

**IB Music:** This course will cover the vast world of music within its forms, styles, genres, and unique qualities. Students will study, research, analyze, perform, and create music from around the world throughout the course, complimenting the core values of IB music. At the end of the course, students will be able to identify and define various eras of music and perform high quality works. **Students must be able to play an instrument (voice counts).**

**High School Choir (Elective):** In the Fall Semester, students will work on some basic singing and performing skills such as music literacy, healthy vocal technique, three and four-part harmony, dynamics, expression, and stage presence. They will have opportunities to build their confidence in performing as they collaborate in small and large groups for in-class performances. We sing a great variety of music styles including pieces in various genres and in multiple languages. Every semester we are working on new music and preparing for a different concert, so you are able to take this course multiple times, or for one semester if you just want to give it a try. The Winter Choral Concert will take place in the evening before Winter Break. In Spring Semester, you'll have the opportunity to perform at the NCFA (National Children's Festival of the Arts) and the CIS Art Show. In addition to that, we'll also perform at the Spring Choral Music Concert and at High School Graduation. Because of these multiple performances, the Spring Semester choir course is fairly fast-paced. We have a lot of fun preparing for these events, collaborating with each other creatively, and learning more and more challenging repertoire. Join us!

**Exploring Contemporary Music (Elective -2nd semester only):** This music elective is tailored to the needs and interests of the students who enroll. We'll explore music of various contemporary styles such as rock, pop, hip-hop, jazz, blues, rap, reggae, musical theater, and more. We will learn and practice basic western music theory including major and minor scales, basic chord progressions, and common song forms such as 12-bar blues. Students will explore musicians and songs based on their own interests and present to the class. We may also include a little bit of song-writing, if there is interest. This course is appropriate for anyone who enjoys listening to, learning about, and appreciating music. This course is recommended for musicians and non-musicians alike.

**Graphic Design (Year Long Elective - Tidal Designs/Yearbook):** In this course, students will have an opportunity to engage with real clients through the medium of graphic design by developing prototypes for work needed across the school community and possibly beyond. Students also develop the CIS Yearbook.

**Computer Game Design (Elective):** The Computer Games Design course offers students the opportunity to create interactive worlds using the latest design software, Unreal Engine 5, for a range of exciting industries including Computer Game Design, Development, Visual Effects, Animation, and Graphic Design. Students will explore different gameplay styles, develop immersive environments, and design interesting and challenging gameplay. They will also learn basic 3D modeling, animation, character creation, rigging, and investigate basic anatomy and physiology. Good drawing skills are not essential, but creativity is important in all stages of game design. The course develops transferable skills that could lead to professional fields such as computer animation, film and TV digital art, special effects, and digital graphics design.



**Film (Elective):** The Film course offers a project-based approach to explore and create TV adverts, movie trailers, posters, and music videos using traditional and modern techniques. Students will learn to use professional software packages for non-linear video editing, image manipulation, audio composition, and post-production special and visual effects. Creativity and the ability to develop imaginative ideas are essential, and the course develops transferable skills for professional fields such as editing, special effects, cinematography, and directing.

**3D Design (Elective):** In this course, students will explore the use of 3D modeling software and the creation of scale 3D printed models and products for end users. We will also explore both the coding and the artistic sides of 3D modeling, creating products that serve a purpose.

**Textile Design (Elective):** Students will explore the use of fabric and sewing machines to create viable products. We will also experiment with some of the more modern resources of circuits and 3D printers for making buttons and lighted embellishments on our products. By the end of the course, they will have gained a strong foundation in the basics of textile design and be able to create their own unique designs to serve a purpose using a range of techniques and materials.

**Robotics (Elective):** Students will get to know how to interact with robots and become proficient at maneuvering robots to accomplish set tasks. They will also have opportunities to build robots and work as a team to bring them to life in a variety of ways - from acting in short films to battles to rescuing kittens and everything in-between.

**Maker Studio (Elective):** In this course, students will explore how to leverage traditional fabrication tools (powertools, saws, hand tools) and contemporary design tools (laser engravers, microcontrollers, 3D printers, etc) to design and create products or their own creations. This is design with a bias for action.

## Health and Physical Education

High school graduation requirements, for the Class of 2025 and beyond, are 2.0 Health and Physical Education (HPE) credits. All Grade 9 students will complete a full year of HPE. Students in Grade 10 will complete one semester of HPE and then may choose any of the PE elective courses to fulfill the remaining credits. The electives on offer include a diverse range of activities, catering for a wide variety of interests within our student population.

**Grade 9 Health and Physical Education (HPE):** Through the study of Health and Physical Education, students develop the knowledge, understanding, skills and attitudes needed to take action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and collaboratively. This is a year-long course and is required for all Grade 9 students.

**Grade 10 Health and Physical Education (HPE):** Students enrolled in HPE 10 explore and build upon skills and knowledge learned in prior Health and Physical Education courses. Students learn to critically analyze and apply health and physical activity information to devise and implement personalized plans for maintaining healthy and active habits. Students also experience different roles that contribute to successful participation in physical activity. Students learn to apply more specialized movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. This course also provides opportunities for students to refine and consolidate personal

and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. This is a semester-long course required for all Grade 10 students.

***Sports for Life (Elective - Grade 10 and above):*** This course provides a platform for students to lead a healthy lifestyle and discover hidden talents and passions through sport. Students will be introduced to specific lifetime sports and activities that are accessible to youth in the Cayman Islands. The course offers net/wall sports, invasion games, striking and fielding sports and individual pursuits in partnership with community organizations. Student choice may be considered when designing this course that will promote a healthy living and improve one's enjoyment of daily activity. This is a semester-long course available to students in Grades 10-12.

***Personal Fitness (Elective - Grade 10 and above):*** This course provides an overview of fitness concepts, the effects of exercise on an individual and explores training programs specific to achieving optimal physical health and overall well-being. Students will learn functional fitness exercises with a focus on technique, methods of training, and the design of a personal fitness program that can be used in their daily life. Theory learning will include principles of strength training, elements of cardiovascular health and basic anatomy and physiology. This is a semester-long course available to students in Grades 10-12.

***Sports Science (Elective - Grade 10 and above):*** This course provides a platform for students to learn about the technical and practical aspects in the field of Sports Science. Students will learn through hands-on experiences and investigations about the science that underpins sports participation, how the body's performance can be improved, and a built-in CPR and First Aid certification. This course will include career exploration, as well as the role psychology, biomechanics, nutrition and physiology play in sports. If you are passionate about issues related to sport and exercise or would like to earn your CPR and First Aid certification, this course may be for you! This is a semester-long course available to students in Grades 10-12.

## OTHER COURSES

***Theory of Knowledge (IB Diploma requirement):*** The Theory of Knowledge (TOK) program is central to the educational philosophy of the International Baccalaureate. It challenges students to reflect on diverse ways of knowing and areas of knowledge, and to consider the role that knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world.

## Expansion of High School Course Offerings via Technology

CIS is enthusiastic to facilitate student learning in numerous courses in collaboration with various online high school educational options and Pamoja (International Baccalaureate). To ensure quality learning and accountability, CIS provides a designated liaison for students who are engaged in an online course during an assigned class period. Accredited online course selections through these providers may replace an elective or core course, depending on the specific needs of the student. Online courses provide an opportunity for curricular individualization and a differentiated learning format. Each course must be selected and approved in collaboration with the CIS guidance counselor, and students will not take more than one online course. All courses are accredited, and course credits count toward CIS graduation requirements in various areas. Parents who decide to enroll students in a virtual course will pay the tuition rate designated by the provider as an addition to standard school fees.

## **Pamoja International Baccalaureate Courses (Online)**

To facilitate student needs and preferences, alternative Group 2 IB courses (Second Language) may be available through Pamoja, including Mandarin ab initio and Spanish ab initio, as well as other online IB courses. These courses are subject to approval by administration and require additional tuition to be paid by parents. Tuition for Pamoja courses is \$1,390-\$1,600 per year, and courses are two (2) years in duration. IB students taking a Pamoja course are taught by the Pamoja online instructor and have a CIS facilitator. Approval is required by the counselor/administration as these courses are not applicable for all students. Pamoja is the only approved online provider of IB courses in the world.

Pamoja course offerings include:

- Business Management (SL or HL)
- Film (SL)
- Digital Society (SL or HL)
- Mandarin (ab initio)
- Spanish (ab initio)
- Spanish B (SL)
- Philosophy (SL)
- Psychology (SL or HL)

## **Florida Virtual School Courses (Online)**

Students who are enrolled in a Florida Virtual School course will spend designated class time to work on the course of choice. Some Florida Virtual School courses are semester courses (earning 0.5 credits) and other courses are year-long courses (earning 1.0 credit).

### **Additional Tuition**

Florida Virtual School course tuition costs are \$510 US dollars per semester. There is also an additional fee for AP courses. Parents are responsible for all fees associated with online courses.

NOTE: Not all students are eligible for all courses. There are prerequisites for AP courses and other considerations. Students requesting to take an online course will visit the CIS guidance counselor or administrator for direction and approval.

## **Ontario Virtual School Courses (Online)**

Students who are enrolled in an Ontario Virtual School course will spend designated class time to work on the course of choice. Most courses are year-long courses (earning 1.0 credit). Tuition is \$549 CDN per semester.