PROGRAM OF STUDIES

2025-2026

Grades 6-12

CREC Academy of International Studies
An International Baccalaureate World School©
Middle Years Programme
Diploma Programme

1551 Blue Hills Avenue
Bloomfield, CT 06002
www.crecschools.org/mlc
860-242-7834 (Telephone) 860-242-0732 (Fax)

CEEB CODE: 070034

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Executive Director, CREC

Mrs. Sasha Douglas

Superintendent of Magnet Schools

Mrs. Yesenia Hernandez

Principal

Mr. Thomas Craig

High School Assistant Principal

Mrs. Jennifer Rizzo

Middle School Assistant Principal

Mr. Benjamin Simon

Middle School Dean of Students

Ms. Raynette Holmes

High School Dean of Students

School Counseling & IB Programme Coordinators

Mr. Mark Field

School Counselor, Grades 9-12, A-L

Ms. Monika Chudy

School Counselor, Grades 9-12, M-Z

Ms. Taylor Clarke

School Counselor, Grades 6-8, A-L

Ms. Tania Thibault

School Counselor, Grades 6-8, M-Z

Mrs. Emily Wright

IB Middle Years Programme Coordinator

Mrs. Stacey Pagliaro

IB Diploma Programme Coordinator

International prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, sexual orientation, age or disability. The civil rights of all community members are guaranteed by law and the protection of those rights is of utmost importance to our school. This document is written in compliance with regulations of Title IX of the Education Amends of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights of 1964 and 1987, Title 11 of the Americans with Disabilities Act of 1991.

Please be aware that violation of Title IX may be a criminal matter and require police intervention. In addition, violations of Title IX may be considered a violation of child abuse legislation and warrant Department of Children and Families (DCD) intervention.

Commission on Human Rights and Opportunities
21 Grand Street
Hartford, CT 06106
Telephone: 860-541-3400
Toll Free (CT) 1-800-477-5737

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Offices for Civil Rights/Boston
US Dept. of Education
33 Arch Street, Suite 900
Boston, MA 02110
Tel: 617-289-0111
Fax: 617-289-0150

CREC Academy of International Studies Mission, Vision, Core Values

Vision

Demanding Equity, Fostering Inquiry, Developing International Leaders, Promoting Excellence for all

Mission

The mission of the CREC Academy of International Studies is to develop students who are internationally-minded leaders that take action for a better and more peaceful world. We are committed to providing equity, excellence, and success for all through high-quality educational services.

Core Values:

Equity
Inquiry
Leadership
Excellence

We Believe…

Equity is embracing values that ensure fairness and justice.
Inquiry is empowering student voice, choice, and ownership.
Leadership is motivating and inspiring people towards change.
Excellence is always striving to be better and to do better.

An International Baccalaureate World School

CREC Academy of International Studies is an International Baccalaureate (IB) World School© authorized to offer the Middle Years Programme and the Diploma Programme. IB schools share a common philosophy and commitment to high quality, challenging, international education that International believes is transformative for our students. For further information about the IB and its programmes, visit http://www.ibo.org. International is a Capitol Region Education Council (CREC) magnet middle and high school enrolling students in grades 6-12.

International provides a concept-based curriculum to teaching international studies. This approach is one that teaches students from diverse backgrounds to appreciate their similarities and differences while preparing them for the best colleges and success in their careers in the international workplace.

At International, we look at everything we do through the eyes of the learner as our students evolve into world citizens. Students who attend International are involved in an innovative, concept-focused curriculum with an emphasis on international studies, world languages, and state of the art technology. Extended learning experiences beyond the walls of International are a vital part of the 6-12 experience. These include service within the community, visits to universities, international exchange and field studies, focusing on living and learning in different countries, and capstone projects.

Based on IB standards and practices, current research, high performance standards, infused emerging technology, and the study of world languages and cultures, International is dedicated to meeting the challenges of the 21st century. Feedback and reflection are integral to the culture of the school ; they enhance learning and personal growth through the development of each student's intrapersonal and interpersonal skills.

The International Baccalaureate (IB) Middle Years Programme (MYP) is an educational framework that encourages students aged 11 to 16 to make practical connections between their studies and the real world. At a time when students are establishing their identity and building self-esteem, the MYP is uniquely designed to offer a well-rounded education and help students achieve success in school and in life.

The International Baccalaureate Diploma Programme (IB-DP) is an academically rigorous programme of study that aims to prepare students for success at college and beyond. The IB "aspires to help schools develop well-rounded students with character who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations." (IB 2020) The Diploma Programme is recognized worldwide by colleges and universities for its ability to prepare students for success in a rapidly changing global society.

About the Capitol Region Education Council

CREC is an intentionally diverse social justice organization whose members work to acknowledge, respect, and empathize with people of all different identifiers, such as race, socioeconomic status, gender identity and expression, education, age, ability, ethnicity, culture, sexual orientation, language, nationality, and religion. We commit to affirm and honor the lived experiences of others, to willingly challenge inherited beliefs and ideologies, and consequently learn, grow, and serve.

Our vision is that every student can learn at higher levels and therefore must have access to all educational resources of the region through the system of public schools served by CREC.

International Expectations

The Academy of International Studies program will:

- Provide a challenging curriculum that enables students to pursue competitive post-secondary education;
- Provide the necessary skills and content instruction to ensure student achievement, including standardized tests (SBA, SAT, ACT, DP);
- Provide an intensive Language Acquisition program with a focus on functional oral proficiency in a second language;
- Foster an interdisciplinary, conceptual, and performance-based/project-based learning approach to content learning and assessment grounded in the International Baccalaureate aims and objectives for all content areas;
- Infuse technology into teaching and learning;
- Provide students with a variety of enrichment activities and high school electives that enhance the school's philosophy and mission;
- Provide students with the advantages of business and university partnerships;
- Provide students with global perspectives on issues confronting societies, including their own;
- Provide a forum for sharing the vibrant and diverse cultural heritage of this region as well as the world; and
- Provide time for purposeful feedback and reflection.

International Expectations for Parents and Families:

- Parents/guardians will interact with the school in a positive manner to support the child in his/her personal and academic growth.
- Parents will stay in continual contact with the school and respond to school requests in a timely manner.
- Parents/guardians will work with the school to send clear and consistent messages to the child regarding school policies and procedures.
- Parents/guardians will ensure that students attend school on a regular basis and arrive at school on time and prepared to learn every day.

ACADEMY OF INTERNATIONAL STUDIES

GRADUATION REQUIREMENTS

The graduation requirements for the Academy of International Studies reflect the school's magnet theme of global and international studies with a rigorous emphasis on world languages and state-of-the-art technology. The organization of the school, the curriculum, and the resulting graduation requirements are based on the International Baccalaureate's standards and practices, the pillars articulated in "Breaking Ranks, Changing an American Institution" published by the National Association of Secondary School Principals and the vision of the Connecticut Secondary School Reform.

	International 2025+
ENGLISH	4
MATH	4
SOCIAL STUDIES	3
SCIENCE	3
WORLD LANGUAGE	4
FINE ARTS	1
PHYSICAL EDUCATION	1
HEALTH/SAFETY EDUCATION	1
STEM ELECTIVE	2
HUMANITIES ELECTIVE	1
CAPSTONE	1
ELECTIVES	1+
TOTAL:	26

CREDIT REQUIREMENTS

Middle School Criteria
A student is expected to demonstrate proficiency in all classes in order to be promoted to the next grade level.
1. If a student fails one - two core classes, they will be recommended to complete summer work to build proficiency criteria for that particular class.
2. If a student fails three core classes, he/ she will be retained in that grade and required to complete summer work to begin remediation.

High School Criteria
A student is expected to demonstrate proficiency in all classes in order to be promoted to the next grade level. Promotion and class placement are based on the number of credits earned in the previous year. Students typically earn 7.0 credits per year, but can earn up to 8.0 credits. Students must earn the minimum number of credits for each graduating year as stipulated in the International graduation requirements in order to graduate.

*Credit Requirement for entrance into grade level:
10th grade status 6.5
11th grade status 13
12th grade status 19.5
Graduation requirement 26

** If a student fails a class, there are two options:
3. They must attend summer school at the sending district's summer school program at the student's cost, or
4. Attend CREC's Summer Academy for credit recovery at the student's cost. (This is contingent upon that class being offered through CREC's Summer Academy.)

CLASS RANK & VALEDICTORIAN/SALUTATORIAN POLICY

CREC Magnet Schools do not publish a class rank. Upon request, information can be provided directly to colleges, scholarships, employers, and community partners to support both college and career readiness.

CREC high schools report Valedictorian and Salutatorian honors to the University of Connecticut for the purpose of the Presidential Scholars Award program. CREC high school students who entered a CREC high school beginning in grade nine, and continue through grade 12, may be eligible for Valedictorian and Salutatorian honors.

Only classes taken on a CREC campus and/or graded by CREC faculty will be counted toward Valedictorian/Salutatorian honors. The Valedictorian and Salutatorian will be determined by calculating the cumulative grade point average at the end of the first semester in grade 12.

CREC Academy of International Studies will communicate Valedictorian/Salutatorian honors to students and families at the end of Quarter 3 during the students' 12th-grade year via in person and over the phone.

KNOWLEDGE AND SKILL EXPECTATIONS BY CONTENT AREA DERIVED FROM THE COMMON CORE OF LEARNING

21ST Century High School Committee Connecticut's Re-Conceptualized High School

Language and Literature (English): The Connecticut high school graduate will demonstrate proficiency, confidence, and fluency in reading, writing, listening, speaking, and viewing; the graduate will explore and respond to classical and contemporary texts from many cultures and historical periods.

Mathematics: The Connecticut high school graduate can apply a range of numerical, algebraic, geometric, and statistical concepts and skills to formulate, analyze and solve real world problems and demonstrate proficiency in information and technological literacy.

Sciences: The Connecticut high school graduate will demonstrate knowledge of the basic concepts and interrelationships among life and physical sciences, and will be able to apply scientific skills, processes and methods of inquiry to the real world.

Individuals and Societies: The Connecticut high school graduate will demonstrate a knowledge of history, civics/government, geography, economics, the social sciences, and humanities including an understanding of world history and global systems, one Year of U.S. history and one half Year in civics/government.

Language Acquisition: The Connecticut high school graduate will demonstrate foundational knowledge and appreciation of the language and culture of one language other than English. (Spanish or French)

The Arts (Visual & Performing): The Connecticut high school graduate will create, perform and respond with understanding in at least one of the fine and performing art forms, and appreciate the importance of the arts in expressing human experience.

Design (formerly Technology): The Connecticut high school graduate shows knowledge about the nature, power, influence and effects of technology and is able to design and develop products, systems and environments to solve problems.

Applied Education: The Connecticut high school graduate will experience school-to-career transition by demonstrating specific knowledge of or experience with one of the eight career clusters: arts and media; business and finance; construction technologies and design; environmental, natural resources and agriculture; government; education and human services; health and bio-sciences; retail, tourism, recreation and entrepreneurial; and technologies; manufacturing, communications and repair, and prepare for adult life and lifelong learning including understanding and preparing for parenting, family and child care responsibilities.

Physical & Health Education: The Connecticut high school graduate will understand and develop behaviors that promote life-long health and wellness, and will recognize the importance of and participate in physical activities and learning designed to maintain and enhance healthy lifestyles.

Learning Resources and Information Technology: The Connecticut high school graduate will be a competent user of information and technology and be able to apply related strategies to acquire basic skills and content knowledge.

NCAA FRESHMAN ELIGIBILITY STANDARDS

THE NCAA RULES HAVE CHANGED: If you plan to enroll in any Division I or Division II college or university, please read this information carefully.

THE NEW RULE: Increases the number of core courses for students interested in participating in Division I athletics from 14 to 16. This additional course may be in any area: English, Mathematics, Natural Physical Science, Social Science, Foreign Language or non-doctrinal Religion/Philosophy. The breakdown of core-course requirements is listed below:

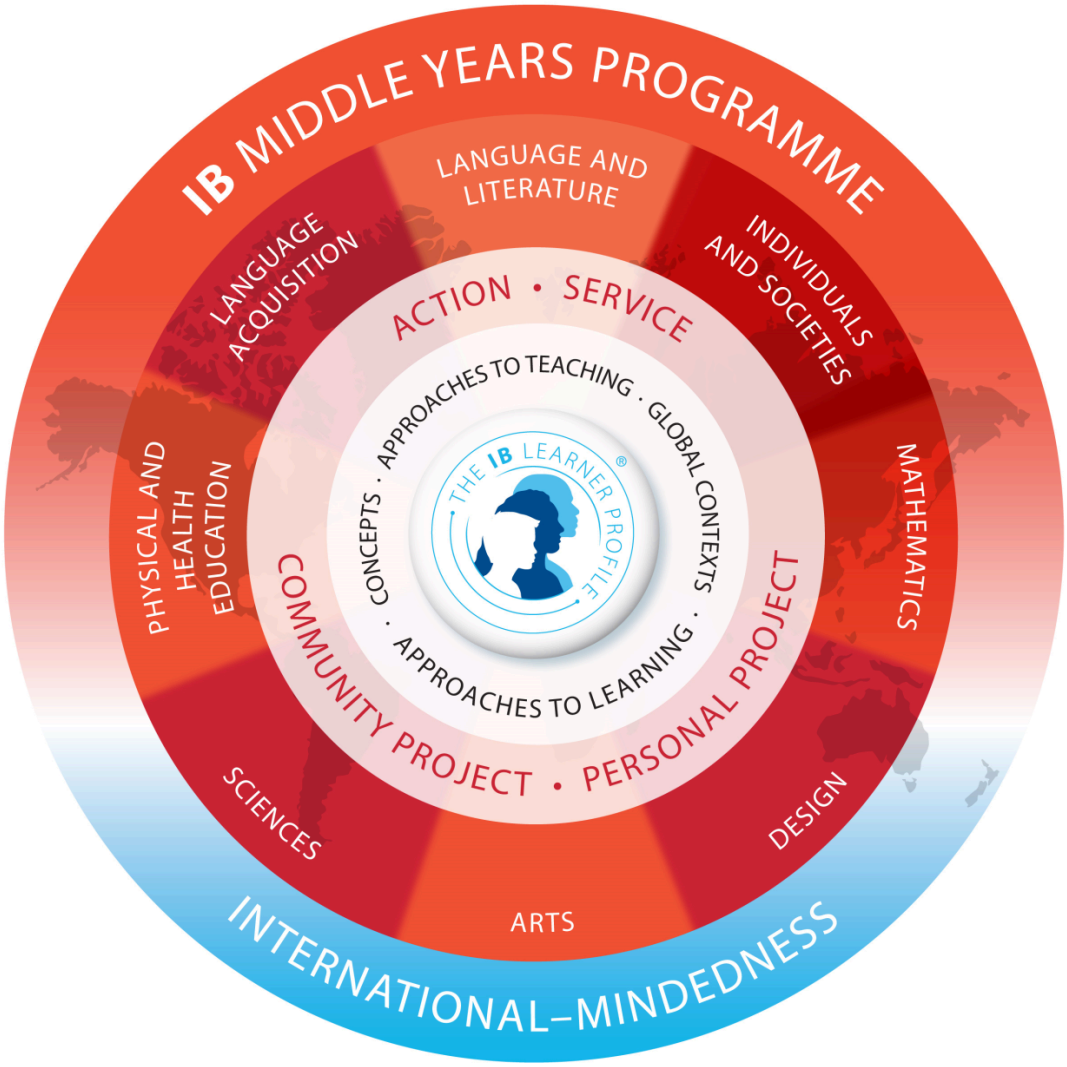
DIVISION I **ADOPTED 2013**	**DIVISION II** **ADOPTED 2018**
16 Core Courses:	16 Core Courses:
4 years of English	3 years of English
3 years of Mathematics (Algebra I or higher)	2 years of Mathematics (Algebra I or higher)
2 years of Natural/Physical Science (1 year lab if offered by high school)	2 years of Natural/Physical Science (1 year lab if offered by high school)
1 year of additional English, Mathematics or Natural/Physical Science	3 years of additional English, Mathematics or Natural/Physical Science
2 years of Social Science	2 years of Social Science
4 years additional courses (from any area above, Foreign Language or Comparative Religion/ Philosophy)	4 years additional courses (from any area above, Foreign Language or Comparative Religion/Philosophy)

For more information on SAT, ACT and GPA requirements, see website for additional information:
www.ncaaclearinghouse.net

INTERNATIONAL HIGH SCHOOL COURSE OFFERINGS 2025-2026

GRADE	Group 1 Language and Literature	Group 2 Language Acquisition	Group 3 Individuals and Society (Social Studies)	Group 4 Experimental Sciences	Group 5 Mathematics	Group 6 The Arts	Design (Elective)	Health Phys. Ed.	Other Electives
MYP Year 4 (Gr. 9)	American Literature	Spanish	US History	Physics Chemistry	Algebra I	Art Music Band Chorus Theatre Arts	Design	Health Exercise Science	Music Technology I Music Technology II
MYP Year 5 (Gr. 10)	Power of Voice	Spanish French	African American/ Black & Puerto Rican/Latinx Studies	Biology	Algebra 2	Art Music Band Chorus Theatre Arts Music Technology I Music Technology II	Design	Health 2 Fitness	Success 101 Financial Literacy
DP (Gr. 11)	Language & Literature HL	Spanish SL French SL	Global Politics SL/HL	Biology SL/HL Environ-mental Systems & Societies SL	Math Applications and Interpre-tations SL	Visual Arts HL Sports, Exercise & Health Sciences HL Business Management HL Digital Societies SL	Mixed Media A/B Music Technology I Music Technology II Exploring Computer Science Intro to Film	Leadership in Sports	Theory of Knowledge Accounting Band Chorus Financial Algebra Studio Art Theatre Arts
DP (Gr. 12)	Language & Literature HL	Spanish SL French SL	Global Politics SL/HL	Biology SL/HL Environ-mental Systems & Societies SL	Math Applications and Interpre-tations SL	Visual Arts HL Sports, Exercise & Health Sciences HL Business Management HL Digital Societies SL	Mixed Media A/B Music Technology I Music Technology II Exploring Computer Science Intro to Film	Leadership in Sports	Theory of Knowledge Accounting Band Chorus Financial Algebra Studio Art Theatre Arts

MIDDLE YEARS PROGRAMME (MYP) COURSES



THE INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME

The International Baccalaureate® (IB) Middle Years Programme (MYP) emphasizes intellectual challenge. It encourages students aged 11 to 16 to make practical connections between their studies and the real world, preparing them for success in further study and in life.

The MYP aims to develop active learners and internationally-minded young people who can empathize with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

The Middle Years Programme (MYP) helps students develop both subject-specific and interdisciplinary understanding. The MYP curriculum framework includes:

- **Approaches to learning** (ATL), helping students learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management
- **Key and related concepts**, helping students explore big ideas that matter
- **Global contexts**, helping students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.

The MYP culminates in an independent learning project called "Personal Project." Students complete a significant piece of work over an extended period of time, encouraging them to consolidate their learning and reflect on the outcomes of their work.

Information taken from the IBO website.

MYP YEAR 1 - GRADE 6

ARTS

IB-MYP YEAR 1 ART
Students learn the basics necessary to be able to create and evaluate art work. Using the elements of design, which include line, shape, color, form value, texture and space, students will work with a variety of two-dimensional and three-dimensional media. Students will complete research on various media, techniques, artists and art movements and compile this information in their process journals. There will be opportunities to connect the visual arts with other disciplines, themselves and their daily lives.

IB-MYP YEAR 1 MUSIC
6th-grade music is an Academy of International Studies essentials class, where students learn the basics of music notation and performance. Students read and write music, and perform songs on instruments individually and with others. Students display their knowledge through a variety of methods, including class discussions, open-ended questions, and performance critiques.
6th-grade music classes meet for six weeks. Musical experiences in 6th-grade music are designed to prepare students for further study in 7th-grade music, 8th-grade music, and middle school performing ensembles. Students will also experience culturally responsive instruction by learning familiar songs from various cultures on the ukulele. The goal of this course is to introduce students to international-minded thinking as it pertains to music

IB-MYP YEAR 1 BAND 101
Band 101 is an introductory elective offered only for sixth grade as a part of the Essentials rotation. This trimester-long (12 week) class meets three times a week for an hour, and students will have the opportunity for instrument exploration. Students will progress through a curated program similar to the belts of Karate, and be provided a free method book that we will work from daily. At the end of the trimester, students will have the opportunity to audition for the "Dragon Band", our advanced middle school ensemble, which competes and performs at Six Flags, the Big E, the Performing Arts Night each semester, and various locations around Connecticut

Students may bring their own instrument from home, or rent a school instrument for $20/trimester. Instruments that can be rented from school include **Flute, Clarinet, Trumpet, French Horn, & Euphonium/Tuba**, though there is a limited supply of each. Students may also choose to explore **Mallet Percussion** (similar to a piano) and will purchase mallets for $20. Other instruments may not offered without prior experience before taking this course (such as saxophone, oboe/bassoon, trombone, and drums) and are not guaranteed to be available to rent.

IB-MYP YEAR 1 CHORUS
Students will learn about vocal technique and performance skills. Students will also learn the basics of music notation and apply them to singing. Bi-annual concerts are required for this course and are held during the winter and spring seasons. These performance opportunities allow students to share their hard work with the school community and also with the public. Repertoire for student performances includes culturally responsive pieces from various cultures and Western classical music.
Middle school chorus is a year-long course. Students have the opportunity to participate in the Music in the Parks/Six Flags field trip at the end of the school year. Participation in this event gives students an opportunity to display their knowledge and have a fun day at Six Flags-New England. The goal of this course is to develop students' international-minded thinking as it pertains to music.

DESIGN

IB-MYP YEAR 1 DESIGN
MYP design is a S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) based course which challenges students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

INDIVIDUALS AND SOCIETIES

IB-MYP YEAR 1 INDIVIDUALS AND SOCIETIES (GLOBAL SYSTEMS)
In Global Systems students will learn to understand and respect the world around them. They will also be provided with the necessary thinking skills to inquire into the historical, contemporary, geographical, political, social, economic, religious, technological, and cultural factors that have an impact on individuals and societies. By the end of the course, students should be able to use some historical thinking skills to explore the characteristics of certain communities from the past and present.

LANGUAGE AND LITERATURE (ENGLISH)

IB-MYP YEAR 1 LANGUAGE AND LITERATURE (READING)
In Reading 6, we use the Teachers College "Reading Workshop" model. This helps keep the focus on students' individual needs, diverse backgrounds, and prior learning experiences as they examine the literary and nonfiction elements that authors use to convey ideas and beliefs.. As students progress through the units, they read a variety of texts: fiction, non-fiction, and poetry. Students will become more comfortable with writing about and discussing various texts as they develop analytical, close-reading, and critical reading skills.

IB-MYP YEAR 1 LANGUAGE AND LITERATURE (WRITING)
Writing 6 is designed to help students feel more comfortable as writers and become acquainted with the workshop model of learning. Students will be encouraged to learn different style techniques in narrative nonfiction writing, informational writing, argumentative writing and poetry, as well as the proper use of grammar and punctuation. Time will be spent on the writing process (pre-writing, drafting, revising/editing, publishing), practicing how to write clear and concise sentences and learning how to outline longer pieces, such as essays. At the end of the course, students will have gained confidence using the written word and will have learned how to revise and edit their work by sharing with peer partners.

LANGUAGE ACQUISITION

IB-MYP YEAR 1 SPANISH
As part of the International Baccalaureate curriculum, students enrolled in this beginning course of study participate in thematic units that promote effective communication and improved oral and written proficiencies through a variety of instructional strategies and authentic assessments. Students become effective communicators in the present tense through purposeful listening, speaking, reading, or writing activities. Students participate in authentic exchanges of information for a real purpose between people, such as discussing pastimes, personality traits, school life and stating the locations of people, places, and objects. Students experience the history, geography, and cultural perspectives of Central and South America, and they learn the history and cultural significance of the Day of the Dead celebration that occurs annually in Spanish-speaking countries. Students who are successful in this class will go on to take Spanish in MYP Year 2 (7th GRADE)

MATHEMATICS

IB-MYP YEAR 1 MATHEMATICS
This course is designed so that students acquire a strong foundation in key mathematical concepts balanced with a thorough development of skills for real-world problem solving. Students will be exposed to everyday usefulness of mathematics while making connections between understanding core skills and how they are used in daily life. Guided by a hands-on approach within a cooperative setting, students discover and investigate real life data, therefore making the mathematics meaningful. Based on national and state standards, this approach ensures mastery of skills, proficiency in problem solving, and effective communication of student learning. Technology enriched instruction will allow students to interact with computer software applications, scientific and graphing calculator explorations and interactive, on-line simulations. Students will build a mathematical vocabulary to communicate through oral and written expression, explore how to represent data graphically and algebraically, examine operations for numbers, fractions, and decimals, develop skills for special reasoning, measurement and geometric relationships, and build strategies for solving real-world problems.

PHYSICAL AND HEALTH EDUCATION

IB-MYP YEAR 1 PHYSICAL AND HEALTH EDUCATION
MYP Year 1 students will participate in a variety of activities in track and field using different motor skill techniques and equipment while developing their cardiorespiratory endurance, along with the other fitness components. This year students will work on volleyball skills and have the opportunity to participate in speedball and cooperative games. Within the PE curriculum students will also be tracked to help track activity levels and participation. One unit of Health with classroom based instruction focusing on drugs and alcohol is included as well.

SCIENCES

IB-MYP YEAR 1 SCIENCES
In science class, students will learn about thermal energy, human body, weather, and genetics. Students will develop many skills including how to collaborate, think critically about science issues, and communication skills. We will also use science dissections, research reports, and hands-on activities to learn about science topics. We take pride in developing the next generation of health professionals, engineers, researchers, and science-literate citizens.

MYP YEAR 2 - GRADE 7

ARTS

IB-MYP YEAR 2 ART
Expands on a student's previous knowledge. Students will explore units on various elements of design while continuing their exploration of a variety of two-dimensional and three-dimensional media. Students will complete research on various media, techniques, artists and art movements and compile this information in their Process Journals. There will be opportunities to connect the visual arts with other disciplines, themselves and their daily life.

IB-MYP YEAR 2 MUSIC
The instruction in 7th-grade general music allows students to further their knowledge in music notation and musical performance. Students work individually and collaboratively on reading, performing, and composition tasks. Topics studied in this course are piano performance, music notation, ukulele performance, and film composition.
7th-grade music classes meet for twelve weeks. Musical experiences in 7th-grade music are designed to prepare students for further study in 8th-grade music, 9th- & 10th-grade music, and middle school performing ensembles. Students will also experience culturally responsive instruction by learning familiar songs from various cultures on the piano and ukulele. The goal of this course is to develop students' international-minded thinking as it pertains to music.

7th GRADE ADVANCED ART
The purpose of this course is to provide artistically talented students an opportunity to expand their personal growth in visual arts. Students will focus on specialized areas of interest and further explore the use of traditional and modern media and techniques. Students will create, speak, think and read about visual arts in greater depth than regular MYP Art. Emphasis is placed on art as a career or way of life and its many lifelong opportunities.

IB-MYP YEAR 2 BAND
Seventh grade musicians may choose this elective to learn to perform on woodwind, brass, string, and percussion instruments during their Academic Study core. Students who enroll are automatically placed in the "Blue Band", which meets for one hour, once a week based on the yearly schedule. Students spend the first half learning in small group lessons, and the second half hour practicing and working with peers on skill development. Blue Band students are graded on a Pass/Pass with Distinction/Fail basis.

Seventh grade students who wish to perform more challenging repertoire can audition for the "Dragon Band", which performs multiple selections at the Winter and Spring Concerts, and is part of the Dragon Marching Band (which marches at several local parades each year) and the Dragon Symphonic Ensemble (which competes in local band competitions such as Six Flags, each spring). The Dragon Band meets more often during the Academic Study core, and students can earn leadership positions as well as act as mentors for their Blue Band peers. Dragon Band students are graded on the full grading scale which is a part of their reported GPA.

IB-MYP YEAR 2 CHORUS
Students will learn about vocal technique and performance skills. Students will also learn the basics of music notation and apply them to singing. Bi-annual concerts are required for this course and are held during the winter and spring seasons. These performance opportunities allow students to share their hard work with the school community and also with the public. Repertoire for student performances includes culturally responsive pieces from various cultures and Western classical music.
Middle school chorus is a year-long course. Students have the opportunity to participate in the Music in the Parks/Six Flags field trip at the end of the school year. Participation in this event gives students an opportunity to display their knowledge and have a fun day at Six Flags-New England. The goal of this course is to develop students' international-minded thinking as it pertains to music.

DESIGN

IB-MYP YEAR 2 DESIGN
MYP design is a S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) based course which challenges students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

INDIVIDUALS AND SOCIETIES

IB-MYP YEAR 1 INDIVIDUALS AND SOCIETIES (GLOBAL SYSTEMS)
Global Systems is a world regional geography course designed for students to explore the vastness of our planet and the great diversity of its human inhabitants. This course surveys how geography influences human behavior and culture. Students will take an investigative journey of various societies across the globe and learn how their governments impact the lives of their citizens. They will use primary and secondary source documents to discover the roles of governments and how these societies interact with their (geopolitical) neighbors. The five themes of geography are a focal point of this course. Students will make connections between geographic location, place, region, movement of people, and human-environmental interaction. They will analyze different cultures and belief systems.

LANGUAGE AND LITERATURE (ENGLISH)

IB-MYP YEAR 2 LANGUAGE AND LITERATURE (READING)
In the Reading 7 course, students develop skills to analyze complex texts to become critical readers and thinkers. They spend the year adding new strategies to their "reading toolboxes" in order to develop their critical reading skills and to foster a love of reading. Students are responsible for reading both whole-class texts and independent novels of their choice and recording responses in a reading log. Students explore non-fiction texts, historical fiction, and novels and short stories that focus on social issues that impact the world.

IB-MYP YEAR 2 LANGUAGE AND LITERATURE (WRITING)
Writing 7 introduces students to various genres of writing in order to equip them with an understanding of, and facility for, expressing themselves clearly as they move along in their education and lives. The main goal is to help young writers to find their own unique voices and help them to gain the confidence to use them in these varied styles. Emphasis is placed on tapping into their creative impulses, as well as a sound understanding of the technical skills needed to produce quality work. At a time when effective and productive communication has become a serious challenge, these skills are more significant than ever.

LANGUAGE ACQUISITION

IB-MYP YEAR 2 SPANISH
Spanish 1 continues Spanish instruction from the ending point of Spanish 7. Students will develop Spanish listening, speaking, reading, writing skills, and general cultural knowledge. Curriculum includes a review of basic vocabulary such as greetings, days of the week, numbers, colors, basic helpful classroom sentences, months, the weather, time, subject pronouns, and regular -ar verb conjugations in the present tense, and simple sentences. New material will include an expansion of when events take place by adding -er and -ir regular verbs, some irregular verbs like tener, estar and ir, the present progressive, near future and commands as they pertain to discussions, description and conversation on topics like the house, places in the community, shopping, and vacation. Cultural content will include houses in different countries, different currencies,special celebrations and popular places to visit in Spain.

MATHEMATICS

IB-MYP YEAR 2 MATHEMATICS
This course is designed so that students learn to recognize and appreciate the vital role mathematics plays in the real world. Students will explore algebraic processes, investigate geometric patterns and use mathematical modeling as a problem-solving tool. While learning to reason and communicate mathematically with each other and the world around them, students will see, use, and understand many core algebra and geometry concepts through real-life data. Based on national and state standards, this cooperative approach helps students to make math meaningful. Students will play an active role in their learning through technology rich instruction including computer software applications, scientific and graphing calculator explorations and interactive, on-line simulations. Students will build a mathematical vocabulary for oral and written expression, explore graphic representation and statistical methods, compute fluently with numbers, fractions, decimals, percents and integers, learn strategies for solving real-world problems, and develop skills for spatial reasoning, measurement and geometric relationships.

PHYSICAL AND HEALTH EDUCATION

IB-MYP YEAR 2 PHYSICAL AND HEALTH EDUCATION
MYP Year 2 students will participate in a variety of activities in track and field using different motor skill techniques and equipment while developing their cardiorespiratory endurance, along with the other fitness components. This year students will work on volleyball skills and have the opportunity to participate in speedball and cooperative games. Within the PE curriculum students will also be tracked to help track activity levels and participation. One unit of Health with classroom based instruction focusing on drugs and alcohol is included as well.

SCIENCES

IB-MYP YEAR 2 SCIENCES
This course aims to help students understand the complexities of Matter. Students will investigate matter from the atom and chemical bonding to energy flow in ecosystems and within the Earth. Through scientific inquiry, students will develop thinking and problem solving skills, learn to communicate effectively using scientific language and show their understanding of science by applying their knowledge to new problems and situations.

MYP YEAR 3 - GRADE 8

ARTS

IB-MYP YEAR 3 ART
Expands on a student's previous knowledge. Students will explore units on various elements of design while continuing their exploration of a variety of two-dimensional and three-dimensional media. Students will complete research on various media, techniques, artists and art movements and compile this information in their Process Journals. There will be opportunities to connect the visual arts with other disciplines, themselves and their daily life as well as looking at the relationship between visual arts and different cultures throughout history.

8th GRADE ADVANCED ART
The purpose of this course is to provide artistically talented students an opportunity to expand their personal growth in visual arts. Students will focus on specialized areas of interest and further explore the use of traditional and modern media and techniques. Students will create, speak, think and read about visual arts in greater depth than regular MYP Art. Emphasis is placed on art as a career or way of life and its many lifelong opportunities.

IB-MYP YEAR 3 MUSIC
Students in 8th-grade music build upon knowledge from previous years in music. Students work individually and collaboratively on reading, performing, and composition tasks. Topics covered in 8th-grade music are piano performance, ukulele performance and composition, African and Caribbean drumming, and music composition using MIDI keyboards and Digital Audio Workstations.

IB-MYP YEAR 3 BAND
Eighth grade musicians may choose this elective to learn to perform on woodwind, brass, string, and percussion instruments during their Academic Study core. Students who enroll are automatically placed in the "Blue Band", which meets for one hour, once a week based on the yearly schedule. Students spend the first half learning in small group lessons, and the second half hour practicing and working with peers on skill development. Blue Band students are graded on a Pass/Pass with Distinction/Fail basis.

Eighth grade students who wish to perform more challenging repertoire can audition for the "Dragon Band", which performs multiple selections at the Winter and Spring Concerts, and is part of the Dragon Marching Band (which marches at several local parades each year) and the Dragon Symphonic Ensemble (which competes in local band competitions, such as Six Flags, each spring). The Dragon Band meets more often during the Academic Study core, and students can earn leadership positions as well as act as mentors for their Blue Band peers. Dragon Band students are graded on the full grading scale which is a part of their reported GPA.

IB-MYP YEAR 3 CHORUS
Students will learn about vocal technique and performance skills. Students will also learn the basics of music notation and apply them to singing. Bi-annual concerts are required for this course and are held during the winter and spring seasons. These performance opportunities allow students to share their hard work with the school community and also with the public. Repertoire for student performances includes culturally responsive pieces from various cultures and Western classical music.
Middle school chorus is a year-long course. Students have the opportunity to participate in the Music in the Parks/Six Flags field trip at the end of the school year. Participation in this event gives students an opportunity to display their knowledge and have a fun day at Six Flags-New England. The goal of this course is to develop students' international-minded thinking as it pertains to music.

DESIGN

IB-MYP YEAR 3 TECHNOLOGY
MYP design is a S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) based course which challenges students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

INDIVIDUALS AND SOCIETIES

IB-MYP YEAR 3 INDIVIDUALS AND SOCIETIES (U.S. HISTORY)
U.S. History focuses on Early American History; from the Revolutionary Era through Reconstruction. Students will explore the ideas, issues, and events from the mid- 1700s through the late 19th century. After review of United States foundations, students will explore the development of politics, society, culture, and economy in the United States to deepen conceptual understandings in history, civics, geography, and economics. Studying the causes and consequences of events throughout early American history will assist students' to comprehend more profoundly the rights and responsibilities of citizens in a culturally diverse democracy. Units are framed along two dimensions: chronological era and major developments or themes. Civics, history, economics, geography, and social studies skills are embedded throughout. By the end of this course students should understand multiple perspectives of how the United States was created, the foundations of the U.S. Government, growth of the United States Westward and events that lead the U.S. to Civil War.

LANGUAGE AND LITERATURE (ENGLISH)

IB-MYP YEAR 3 LANGUAGE AND LITERATURE (READING)
The Reading 8 course creates a community of learners, thinkers, and readers. In the 8th grade, students read with more critical thinking skills than ever before as they prepare to move into high school courses. Our approach to literacy involves the ability to analyze and respond, orally and in writing, to a variety of texts and genres. This course provides the analysis skills necessary to be successful as a literate member of this classroom and the larger International Baccalereate (IB) community. The Reading 8 course follows a reader's workshop model. Independent reading and student book choice is crucial to the Reading 8 classroom. The year-long study of Greek and Latin roots is also central to developing vocabulary skills in readers.

IB-MYP YEAR 3 LANGUAGE AND LITERATURE (WRITING)
The Writing 8 class is designed to prepare students for the rigors of high school writing while acknowledging that students in the class have a wide range of writing skills. In addition to writing a variety of process pieces in different genres (memoir, journalism, literary analysis, argument), students analyze model texts and engage in peer editing of their writing. Students also practice the conventions of writing, including sentence structure, word usage, and organization.

LANGUAGE ACQUISITION

IB-MYP YEAR 3 SPANISH I
Spanish 1 continues Spanish instruction from the ending point of Spanish 7. Students will develop Spanish listening, speaking, reading, writing skills, and general cultural knowledge. Curriculum includes a review of basic vocabulary such as greetings, days of the week, numbers, colors, basic helpful classroom sentences, months, the weather, time, subject pronouns, and regular -ar verb conjugations in the present tense, and simple sentences. New material will include an expansion of when events take place by adding -er and -ir regular verbs, some irregular verbs like tener, estar and ir, the present progressive, near future and commands as they pertain to discussions, description and conversation on topics like the house, places in the community, shopping, and vacation. Cultural content will include houses in different countries, different currencies,special celebrations and popular places to visit in Spain.

IB-MYP YEAR 3 FRENCH I
French I students will continue building on their knowledge of the French language and Francophone cultures. Emphasis will be on vocabulary acquisition and increasing written and oral proficiency. The course will focus on the following Criterion: Listening skills, Reading skills, Writing skills and Speaking skills. Throughout the course, students will be introduced to the culture of France and Francophone countries around the world including in Africa (Togo, Tunisia and North Africa, Senegal, Rwanda and Ghana), Europe and North America. Unit topics include Food and its link to cultural celebrations in the francophone world, Life in Town, and School life. Students will have the ability to carry on conversations in the present tense and to discuss themselves and others, their likes and dislikes and to ask questions to gain information.

MATHEMATICS

IB-MYP YEAR 3 MATHEMATICS
This course is designed to lay the groundwork for student's success in Algebra 1 and Geometry. Students will have access to opportunities for hands-on learning activities based on the use of real-life data and problems, and investigations/explorations that support conceptual understanding of powerful mathematics. Students will discuss and demonstrate the application of newly acquired skills to real-life global case studies, such as global environmental issues, global warming, deforestation, economics and trade, and demographics of migration. Based on national and state standards, this cooperative approach helps students to make math meaningful. Supported by technology rich instruction including computer software applications, scientific/graphing calculator explorations and interactive, on-line simulations, students will actively engage in learning mathematical vocabulary for oral and written expression, data and graphic representations, number operations and theory, rational numbers, percents, probability, algebra and equations, skills for spatial reasoning, measurement and geometric relationships and strategies for solving real-world problems.

PHYSICAL AND HEALTH EDUCATION

IB-MYP YEAR 3 PHYSICAL AND HEALTH EDUCATION
MYP Year 3 students will participate in a variety of activities in track and field using different motor skill techniques and equipment while developing their cardiorespiratory endurance, along with the other fitness components. This year students will work on volleyball skills and have the opportunity to participate in speedball and cooperative games. Within the PE curriculum students will also be tracked to help track activity levels and participation. One unit of Health with classroom based instruction focusing on drugs and alcohol is included as well.

SCIENCES

IB-MYP YEAR 3 SCIENCES
Students continue to explore forces and motion by examining the concept of inertia. Students also study the effects of gravity in the solar system and see that the Earth, its atmosphere, and the universe have evolved to what we know today through millions (and billions) of years of change. Students also explore the topic of heredity and how organisms relate to one another. They will investigate the use of technology in society by examining the structure and design of bridges and how they can withstand the various forces acted upon them. Students will continue to develop inquiry skills to be able to design an experiment independently and with the appropriate components; process and analyze data and communicate conclusions to others in a scientific manner.

MYP YEAR 4 - GRADE 9

ARTS

Note that all offerings are subject to change. In the event that a course does not run, a student will be assigned to another elective course.

IB-MYP YEAR 4 ART A/ART B **.5 Credit**
In this two year course, students will discover and expand their knowledge of the visual arts by learning to create, analyze and discuss art. Students will have the opportunity to reflect upon, describe, analyze, interpret and evaluate their own and others' artwork, understand art in relation to a variety of cultures and make connections between the visual arts and the world around them. Students will explore various elements of design while continuing their exploration of two-dimensional media. Students will complete independent research on various media, techniques, artists and art movements.

IB-MYP YEAR 4 MUSIC A/MUSIC B **.5 Credit**
Music A and Music B are half-year courses designed to be taken for one semester in freshman year, and one semester in sophomore year to total the 1.0 Fine Arts credits required for graduation.

In Music A, students spend the first half of the course studying the impact of music on the brain, and conduct scientific-modeled experiments including music on activity, memory, and performance. For the second half, students use the lens of African rhythm to explore, experiment, and create music on authentic and representative instruments, such as tubanos, djembes, and gankogui.

In Music B, students spend the first half of the course studying the evolution of Jazz Music, beginning with slavery spirituals and ending with bebop, and create a multimedia post for social media on Music for Social Justice. For the second half, students use the lens of Caribbean rhythm to explore, experiment, and create music on authentic and representative instruments, such as congas, steel pan, and bells.

MUSIC TECHNOLOGY I (Grades 9-12) **.5 Credit**
This course will study the techniques of modern computer-based music. Topics will include drum machine and synthesizer sequencing, musical form, the design and creation of electronic instruments (incorporating techniques such as touch pads and sonar), film scoring, and the Foley effect.

MUSIC TECHNOLOGY II (GRADES 9-12) **.5 Credit**
This one-semester course builds on the foundational skills developed in *Introduction to Music Technology*, diving deeper into the creative and technical aspects of music production. Students will enhance their proficiency with digital audio workstations (DAWs), MIDI sequencing, and sound design while exploring advanced recording techniques, mixing, and mastering processes. The course emphasizes creativity, collaboration, and the application of professional workflows used in the music and audio production industry.

MUSIC PRODUCTION (Grades 9-12) **.5 Credit**
Unlock the exciting world of audio with this hands-on course that explores the diverse fields of sound design, recording, and production. Designed for students passionate about music, technology, and multimedia, this class covers the principles and techniques used in a wide range of audio applications. A large focus will be on live recording of concerts, events, and Live Streaming.

THEATRE ARTS (GRADES 9-12) **.5 Credit**
Theatre Arts is a performance-project-based course designed to develop real-world skills such as sewing, public speaking, and carpentry/building, culminating in an end-of-semester performance in our auditorium. Students will collaborate in small groups to develop or select a scene, design and sew costumes and/or puppets, learn how to speak for power and impact, and design and/or build their own set pieces such as walls or furniture. This half-year course fulfills 0.5 Fine Arts credits towards graduation, and includes mentorship from the world-renowned UCONN Ballard Institute of Puppetry.

HIGH SCHOOL BAND (GRADES 9-12)
Prerequisite: Instructor Recommendation 1 **Credit**
High School Instrumental Musicians may choose this elective to learn to perform on woodwind, brass, string, and percussion instruments. Students should have some previous experience in the musical performing arts, and have some knowledge of how to read music before enrolling in this course. Successful completion of the course earns 1.0 Fine Arts credits towards graduation. This course can be repeated all four years of high school, as the course repertoire changes from year to year. The High School Symphonic Band performs multiple selections at the Winter and Spring Concerts, and is part of the Dragon Marching Band (which marches at several local parades each year) and the Dragon Symphonic Ensemble (which competes in local band competitions, such as Six Flags, each spring). The High School Band meets three times a week.

IB-MYP YEAR 4 HIGH SCHOOL CHORUS **1 Credit**
Students will learn about vocal technique and performance skills. Students will further their knowledge of music notation and apply it to singing. Bi-annual concerts are required for this course and are held during the winter and spring seasons. These performance opportunities allow students to share their hard work with the school community and also with the public. Repertoire for student performances includes culturally responsive pieces from various cultures and Western classical music. High school chorus is a year-long course. Students have the opportunity to participate in the Music in the Parks/Six Flags field trip at the end of the school year. Participation in this event gives students an opportunity to display their knowledge and have a fun day at Six Flags-New England. The goal of this course is to develop students' international-minded thinking as it pertains to music.

DESIGN

IB-MYP YEAR 4 DESIGN 9 **.5 Credit**

MYP design is a S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) based course which challenges students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

INDIVIDUALS AND SOCIETIES

IB-MYP YEAR 4 US HISTORY (1865- Present) **1 Credit**

Modern United States History explores people, events, and movements in United States History from the end of the Civil War to the present. The course focuses on changes in society, economic and political developments, and the emergence of the US as a global power. Teaching and learning in the course is centered on student inquiry. The study of US history in the late 19th and 20th centuries requires students to generate and research compelling questions related to the American definition of freedom, equality, opportunity, democracy and our role in world affairs. Students will be called on to analyze and evaluate a variety of documents, sources, and perspectives. Ultimately, students will drive their learning by developing conclusions and communicating them through evidence-based arguments and explanations

LANGUAGE AND LITERATURE (ENGLISH)

IB-MYP YEAR 4 AMERICAN LITERATURE **1 Credit**

The IB-MYP Year 4 Language and Literature course, American Literature, is designed to challenge and inspire students to appreciate language and literature and to become proficient at the skills of reading, writing, speaking, and listening. Students read and analyze literature from American authors and consider how those texts fit into, or challenge, the American narrative. They also use those texts as models to practice elements of authors' craft within their writing process. This curriculum is grounded in the concept of perspective, so students are guided to reflect on and express their thinking about whose perspectives are represented, underrepresented, and sometimes even misrepresented in American Literature.

LANGUAGE ACQUISITION

IB-MYP YEAR 4 SPANISH I (MYP YEAR 4, 5 or GRADE 9-10) **1 Credit**

Students enrolled in this beginning course of study participate in thematic units that promote effective communication and improved oral and written proficiencies through a variety of instructional strategies and authentic assessments. Students become effective communicators in the present tense through purposeful listening, speaking, reading, or writing activities. Students participate in authentic exchanges of information for a real purpose between people, such as discussing pastimes, personality traits, school life, diverse cuisine, and stating the locations of people, places, and objects. Students experience the history, geography, and cultural perspectives of Central and South America.

IB-MYP YEAR 4 SPANISH II (MYP YEAR 4, 5 or GRADE 9-10) **1 Credit**

Prerequisite: Successful completion of Spanish I

The study of languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

Students enrolled in this beginning course of study participate in thematic units that promote effective communication and improved oral and written proficiencies through a variety of instructional strategies and authentic assessments. Students become effective communicators in the present and past tenses through purposeful listening, speaking, reading, or writing activities. Students participate in authentic exchanges of information for a real purpose between people, such as discussing pastimes, personality traits, school life, daily routine, and stating the locations of people, places, and objects.

MATHEMATICS

IB-MYP YEAR 4 ALGEBRA I **1 Credit**

This course is designed so that students will discover important algebraic principles blended with geometry, data analysis, discrete mathematics.. This discovery-based (learn by doing) and investigative approach is driven by a strong emphasis on data from science and reflects national and state standards. Within the context of real-world data and cooperative learning groups, students will: create an algebraic vocabulary; continue to develop oral and written expression; explore graphs to represent and interpret data; extend work with proportions and percents to rates and variation; graph and write linear equations; connect linear equations to parallel and perpendicular lines; solve systems of linear equations; investigate exponential growth. and properties of exponents; and describe functions and function notation. Active learning will be enhanced with technology-rich instruction including computer software applications, graphing calculator exploration and interactive, on-line simulations.

PHYSICAL AND HEALTH EDUCATION

IB-MYP YEAR 4 EXERCISE SCIENCE 9 **.5 Credit**

MYP Year 4 students will attend Physical Education class about 3x per week for one semester. Students will participate in a variety of units including: Pickleball, Adventure Education, and a cooperative -team game unit with an emphasis on increasing cardiorespiratory endurance. Within the team game unit, students will be exposed to innovative medium – high intensity activities or games as well as sports that are popular in other countries. In addition, students will go deeper into individual training concepts to help them increase or maintain healthy levels of muscular strength and endurance; utilizing the fitness center for more advanced weight training and circuit training.

IB-MYP YEAR 4 HEALTH **.5 Credit**

Welcome to Health Education 1, a comprehensive course designed to empower students with essential skills for a healthy and fulfilling life. This course goes beyond traditional health education, focusing on key aspects such as managing mental and emotional health, developing effective interpersonal communication, making informed decisions, accessing reliable information, analyzing influences, and becoming advocates for personal and community well-being.

SCIENCES

IB-CHEMISTRY **.5 Credit**

Through natural phenomena, this course provides an overview of chemical principles and concepts. Students investigate the particulate nature of matter and build an understanding of atoms, molecules, and substances to describe their properties, including patterns of bonding and periodic table trends. Students explore equilibrium in chemical reactions, to explain how chemical processes interact on Earth. Through exploration of endothermic and exothermic processes, students apply chemical understandings to meet societal energy needs. Inquiry based learning and required hands-on lab activities are integrated into the students' course work. Chemistry is required for graduation and fully aligns to the Next Generation Science Standards.

IB-PHYSICS **.5 Credit**

Through natural and designed phenomena, this course provides an overview of principles of physics. Students explore how humans use machines to transfer energy from Earth's systems into our communities, with a focus on electricity. Using mathematical reasoning and data analysis, including force diagrams, to develop an understanding of forces and Newton's laws of motion, momentum and collisions, students explain natural and designed phenomena. Students will use computational models and mathematical representations to develop an understanding of gravitation and energy flow between systems. Students explore waves through various models, using mathematical representations to show relationships of frequency, wavelength and speed through various media. Physics is required for graduation and fully aligns to the Next Generation Science Standards.

MYP YEAR 5 - GRADE 10

ARTS

*Note that all offerings are subject to change. In the event that a course does not run, a student will be assigned to another elective course.

IB-MYP YEAR 5 ART A/ART B **.5 Credit**
In this two year course, students will discover and expand their knowledge of the visual arts by learning to create, analyze and discuss art. Students will have the opportunity to reflect upon, describe, analyze, interpret and evaluate their own and others' artwork, understand art in relation to a variety of cultures and make connections between the visual arts and the world around them. Students will explore various elements of design while continuing their exploration of two-dimensional media. Students will complete independent research on various media, techniques, artists and art movements.

IB-MYP YEAR 5 MUSIC A/MUSIC B **.5 Credit**
Music A and Music B are half-year courses designed to be taken for one semester in freshman year, and one semester in sophomore year to total the 1.0 Fine Arts credits required for graduation.

In Music A, students spend the first half of the course studying the impact of music on the brain, and conduct scientific-modeled experiments including music on activity, memory, and performance. For the second half, students use the lens of African rhythm to explore, experiment, and create music on authentic and representative instruments, such as tubanos, djembes, and gankogui.

In Music B, students spend the first half of the course studying the evolution of Jazz Music, beginning with slavery spirituals and ending with bebop, and create a multimedia post for social media on Music for Social Justice. For the second half, students use the lens of Caribbean rhythm to explore, experiment, and create music on authentic and representative instruments, such as congas, steel pan, and bells.

MUSIC TECHNOLOGY I (Grades 9-12) **.5 Credit**
This course will study the techniques of modern computer-based music. Topics will include drum machine and synthesizer sequencing, musical form, the design and creation of electronic instruments (incorporating techniques such as touch pads and sonar), film scoring, and the Foley effect.

MUSIC TECHNOLOGY II (GRADES 9-12) **.5 Credit**
This one-semester course builds on the foundational skills developed in *Introduction to Music Technology*, diving deeper into the creative and technical aspects of music production. Students will enhance their proficiency with digital audio workstations (DAWs), MIDI sequencing, and sound design while exploring advanced recording techniques, mixing, and mastering processes. The course emphasizes creativity, collaboration, and the application of professional workflows used in the music and audio production industry.

MUSIC PRODUCTION (Grades 9-12) **.5 Credit**
Unlock the exciting world of audio with this hands-on course that explores the diverse fields of sound design, recording, and production. Designed for students passionate about music, technology, and multimedia, this class covers the principles and techniques used in a wide range of audio applications. A large focus will be on live recording of concerts, events, and Live Streaming.

THEATRE ARTS (GRADES 9-12) **.5 Credit**
Theatre Arts is a performance-project-based course designed to develop real-world skills such as sewing, public speaking, and carpentry/building, culminating in an end-of-semester performance in our auditorium. Students will collaborate in small groups to develop or select a scene, design and sew costumes and/or puppets, learn how to speak for power and impact, and design and/or build their own set pieces such as walls or furniture. This half-year course fulfills 0.5 Fine Arts credits towards graduation, and includes mentorship from the world-renowned UCONN Ballard Institute of Puppetry.

HIGH SCHOOL BAND
Prerequisite: Instructor Recommendation **1 Credit**
High School Instrumental Musicians may choose this elective to learn to perform on woodwind, brass, string, and percussion instruments. Students should have some previous experience in the musical performing arts, and have some knowledge of how to read music before enrolling in this course. Successful completion of the course earns 1.0 Fine Arts credits towards graduation. This course can be repeated all four years of high school, as the course repertoire changes from year to year. The High School Symphonic Band performs multiple selections at the Winter and Spring Concerts, and is part of the Dragon Marching Band (which marches at several local parades each year) and the Dragon Symphonic Ensemble (which competes in local band competitions, such as Six Flags, each spring). The High School Band meets three times a week.

HIGH SCHOOL CHORUS **1 Credit**
Students will learn about vocal technique and performance skills. Students will further their knowledge of music notation and apply it to singing. Bi-annual concerts are required for this course and are held during the winter and spring seasons. These performance opportunities allow students to share their hard work with the school community and also with the public. Repertoire for student performances includes culturally responsive pieces from various cultures and Western classical music. High school chorus is a year-long course. Students have the opportunity to participate in the Music in the Parks/Six Flags field trip at the end of the school year. Participation in this event gives students an opportunity to display their knowledge and have a fun day at Six Flags-New England. The goal of this course is to develop students' international-minded thinking as it pertains to music.

DESIGN

IB-MYP YEAR 5 DESIGN **.5 Credit**

MYP design is a S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) based course which challenges students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

INDIVIDUALS AND SOCIETIES

IB-MYP YEAR 5 AFRICAN AMERICAN/BLACK AND PUERTO RICAN/LATINX HISTORY **1 Credit**

African American/Black & Puerto rican/Latinx History is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

LANGUAGE AND LITERATURE (ENGLISH)

IB-MYP YEAR 5 THE POWER OF VOICE **1 Credit**

The Power of Voice course asks students to consider voice and power are inextricably connected in many ways; power is gained, maintained, and often restricted through language and the expression of individual and collective voices. When used properly, strong voices give rise to leadership, activism, empowerment, and liberation. Unfortunately, voice and its associated power are sometimes corrupted, leading to oppression and injustice. In this course, students write and create their own works to help discover and develop their own voices and unleash the inherent power to better the world around them. The ultimate goal of the course is to heighten the students' understanding of the powers, dangers, and endless possibilities of voice and language as they analyze, compare, and develop diverse texts.

IB-MYP YEAR 5 STRATEGIC READING AND MATHEMATICS **.5 Credits**

Prerequisite: Teacher Recommendation

Strategic Reading and Mathematics is a co-taught Math and Literacy Skills course. Strengthening skills in Reading and Mathematics allows students to meet with greater success in high school and future college and career expectations. When focusing on Literacy; comprehension skills and skill-transfer opportunities will equip students to make rapid progress in reading and writing. Time management skills are also reinforced. When focusing on Math, the goal is to focus on skills that will support work in your core math class. The program is based on proven math and literacy research and is specifically designed for high school students.

LANGUAGE ACQUISITION

IB-MYP YEAR 5 SPANISH I (MYP YEAR 4, 5 or GRADE 9-10) **1 Credit**

Students enrolled in this beginning course of study participate in thematic units that promote effective communication and improved oral and written proficiencies through a variety of instructional strategies and authentic assessments. Students become effective communicators in the present and past tenses through purposeful listening, speaking, reading, or writing activities. Students participate in authentic exchanges of information for a real purpose between people, such as discussing pastimes, personality traits, school life, ordering food in a restaurant, and stating the locations of people, places, and objects. Students experience the history, geography, and cultural perspectives of Central and South America.

IB-MYP YEAR 4 SPANISH II (MYP YEAR 4, 5 or GRADE 9-10) **1 Credit**

Prerequisite: Successful completion of Spanish I

The study of languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

Students enrolled in this beginning course of study participate in thematic units that promote effective communication and improved oral and written proficiencies through a variety of instructional strategies and authentic assessments. Students become effective communicators in the present and past tenses through purposeful listening, speaking, reading, or writing activities. Students participate in authentic exchanges of information for a real purpose between people, such as discussing pastimes, personality traits, school life, daily routine, and stating the locations of people, places, and objects.

IB-MYP YEAR 4-5 SPANISH III (IB-MYP YEAR 4-5, GRADES 10-12) **1 Credit**

Prerequisite: Successful completion of Spanish II

The study of languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

Students enrolled in this beginning course of study participate in thematic units that promote effective communication and improved oral and written proficiencies through a variety of instructional strategies and authentic assessments. Students become effective communicators in the present and past tenses through purposeful listening, speaking, reading, or writing activities. Students participate in authentic exchanges of information for a real purpose between people, such as discussing the environment, the arts, health and friendship and personality traits.

IB-MYP YEAR 5 FRENCH III **1 Credit**

French III is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate effectively in a range of situations. 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 - and linguistic abilities through the development of receptive, productive and interactive skills. This process will allow the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

MATHEMATICS

IB-MYP YEAR 5 GEOMETRY **1 Credit**

Prerequisite: Algebra I

Based on a discovery approach (learn by doing), this course is designed so that students will acquire concepts visually, explore ideas analytically, and reason inductively and deductively. This investigative approach reflects national and state standards and supports ongoing preparations for mandated standardized testing. Within the context of real-world data and cooperative learning groups, students will: create a common vocabulary using building blocks of geometry; develop written mathematical representation; use a variety of tools for geometric constructions; discover properties and relationships of lines, angles, polygons and circles; apply formulas for area, surface area and volume; explore congruence and similarity; and apply the Pythagorean Theorem and basic right triangle trigonometry. Active learning will be enhanced with technology-rich instruction including computer software applications, graphing calculator exploration and interactive, on-line simulations.

PHYSICAL AND HEALTH EDUCATION

IB-MYP YEAR 5 PHYSICAL EDUCATION **.5 Credit**

MYP Year 5 students will attend Physical Education class every other day for one semester. Students will participate in the Connecticut Physical Fitness Assessment. Students will continue to develop individual programs to enhance their levels of fitness. Students will have the opportunity to play team sports and use the weight rooms to challenge their levels of cardiovascular endurance. The units within the curriculum include; Fitness, Weight Training, and Racquet Sports.

IB-MYP YEAR 5 HEALTH 2 **.5 Credit**

Welcome to Health Education 2, a transformative course dedicated to exploring and enhancing community health. This program focuses on essential skills such as Health Access, where students will delve into healthcare systems, resources, and advocacy. Management and Goal Setting empower students with effective time and stress management strategies, fostering habits for long-term well-being. Analyzing Influences and Decision Making equips students with critical thinking skills to make informed health choices amidst internal and external influences. Finally, Health Advocacy and Communication empower students to be effective advocates for personal and community health, honing communication skills to address health-related issues. Through interactive lessons and real-world applications, students will not only gain a deep understanding of community health but also emerge as advocates capable of navigating and positively impacting the health landscape.

SCIENCES

IB MYP YEAR 5 SCIENCES BIOLOGY **1 Credit**

The OpenSciEd Biology curriculum is a full-year, comprehensive course that engages students in studying living systems and organisms. Students participate in classroom instruction, reading, hands-on lab investigations, and virtual simulations to deepen their understanding of biology concepts including cells, genetics, evolution, ecosystems, and more. Throughout the course, students develop science practices such as asking questions, developing models, analyzing data, and constructing explanations as they explore key topics in biology.

INTERDISCIPLINARY REQUIREMENT

SUCCESS 101 **.5 Credit**

In this course, students will be exposed to a variety of skills that will help them to complete their Capstone. Along the way students will engage in tasks such as brainstorming a topic; finding reputable sources; conducting research; taking notes; using citation sources; creating a bibliography; writing a formal paper; planning for and creating a product; and presenting information. Time will also be spent engaging in opportunities to develop and demonstrate proficiency in the following ATL (Approaches to Learning) skill areas: communication, social, self-management, research and thinking.

FINANCIAL LITERACY **.5 Credit**

Course description to be determined based on new state graduation requirements.

IB-MYP PERSONAL PROJECT **1 Credit**

In the final year of the MYP IB program (10th grade), each student completes a personal project, an independent learning opportunity where they get to explore a topic of interest. Students will choose a learning goal (what they want to learn about/how to do) and a product goal (what they want to make, do or create). As students conduct their research and create their product they will document their process and collect evidence in order to produce a written report that focuses on the three report criteria:planning, applying skills, and reflecting. Successful completion of the personal project satisfies the Capstone graduation requirement and will be recorded on the high school transcript.

UPPER HIGH SCHOOL GRADES 11 & 12 COURSES

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The International Baccalaureate Diploma Programme (IB-DP) is an academically rigorous programme of study that aims to prepare students for success at college and beyond. The IB ``aspires to help schools develop well-rounded students with character who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations." (IB 2020) The Diploma Programme is recognized worldwide by colleges and universities for its ability to prepare students for success in a rapidly changing global society.

The Academy of International Studies offers two pathways for students to pursue their IB-DP Journey.

Diploma Candidate Pathway	**Certificate Candidate Pathway**
International students will enroll in: 3 Higher Level and 3 Standard Level DP courses Theory of Knowledge Creativity, Activity, Service Extended Essay International students will: Complete all IB internal assessments to be submitted to IB for scoring Sit for all IB external assessments in May 2024 Successful completion of all coursework and earning appropriate marks may earn students an IB Diploma, which is highly recognized by colleges and universities and often considered the equivalent of completing one full year of college	International students will enroll in: Any combination of Higher Level and Standard Level DP courses International students will: Complete all IB internal assessments to be submitted to IB for scoring Sit for all IB external assessments in May 2024 Successful completion of coursework and earning appropriate marks in ANY DP course is highly recognized by colleges and universities and often considered the equivalent of completing a college level course

Higher Level - A course designated Higher Level meets over a two-year period and consists of 240 curriculum hours of work. Often recognized as first year college level courses.

Standard Level - A course designated Standard Level meets over a two-year period and consists of 150 curriculum hours of work. Often recognized as high level college preparatory courses.

Theory of Knowledge - An inquiry based course taken over the two year period that asks students to reflect on how we know what we know, culminating in a 1,600 word essay and an oral presentation

Creativity, Activity, Service (CAS) - Conducted over an 18 month period, students must engage in multiple experiences related to creative thinking, a healthy lifestyle, and volunteer service, as well as a CAS project

Extended Essay - An independent research study, culminating in a 4,000 word paper. The process begins Junior year and is completed during Senior year.

Internal Assessment (IA) - Internal or teacher assessments are used for most courses. This may include: oral work, fieldwork, laboratory work, or artistic performances. These are submitted to IB for scoring, and contribute to a percentage of the overall IB course grade.

External Assessment - The external assessments are scored only by IB and vary across subjects and courses. In many cases students will sit for exams in May of the second year. Examples include: essays, structured problems, short answer questions, responses to data or text, case studies, and some use of multiple choice questions.

Group 1 LANGUAGE AND LITERATURE

DP LANGUAGE AND LITERATURE HL (GRADE 11/12) **1 Credit**

In Language and Literature, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across different forms, and with the aid of secondary readings, students investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. In this course, we explore texts as they were and are used in the wild world we live in. We think about how texts are used to persuade people to take actions in real life that have real consequences - from buying a pair of sneakers to making history. We consider how stories connect to larger changes in society, and in turn, reshape the way people view themselves and the world around them. Students become competent in describing how a variety of different approaches to style and language affect readers and relate to these larger questions. Students learn to make clear and supported arguments in verbal and written form. Towards this end, the course makes use of ideas which come from literary theory, media studies, cognitive linguistics, art history, and rhetorical technique.

Group 2 LANGUAGE ACQUISITION

DP FRENCH SL(GRADES 11/12) **1 Credit**

Prerequisite: Successful completion of French III

French IB SL Year 1 is the first half of a two-year IB course. The course is designed to further students' study of the target language and culture, to develop mastery of the target language, and to enable them to communicate effectively in a range of situations. This course is intended for students who have chosen to further develop their proficiency in all four language skills: listening, speaking, reading, and writing. In addition, this course will prepare students for the Internal and External assessments at the end of the second year of the course. The Internal Assessment is a one-on-one speaking assessment conducted with the teacher and recorded for moderation by IB. The External assessments are the Paper 1 and Paper 2 exams. Paper 1 focuses on the productive skill of writing, in response to a given prompt. Paper 2 assesses the receptive skills; listening and reading. The IB Language B syllabus comprises three interconnected areas: language, themes and texts. Students will have the opportunity to develop the ability to communicate successfully in the target language, as evidenced through receptive, productive and interactive communicative skills across a range of contexts and purposes.

DP FRENCH SL

Prerequisite: Successful completion of DP French SL1 **1 Credit**

French IB SL Year 2 is the second half of a two-year IB course. The course is designed to further students' study of the target language and culture, to develop mastery of the target language, and to enable them to communicate effectively in a range of situations. This course is intended for students who have chosen to further develop their proficiency in all four language skills: listening, speaking, reading, and writing. In addition, this course will prepare students for the Internal and External assessments at the end of the second year of the course. The Internal Assessment is a one-on-one speaking assessment conducted with the teacher and recorded for moderation by IB. The External assessments are the Paper 1 and Paper 2 exams. Paper 1 focuses on the productive skill of writing, in response to a given prompt. Paper 2 assesses the receptive skills; listening and reading. The IB Language B syllabus comprises three interconnected areas: language, themes and texts. Students will have the opportunity to develop the ability to communicate successfully in the target language, as evidenced through receptive, productive and interactive communicative skills across a range of contexts and purposes.

IB-MYP YEAR 4-5 SPANISH III (IB-MYP YEAR 4-5, GRADES 10/12) **1 Credit**

Prerequisite: Successful completion of Spanish II

The study of languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

Students enrolled in this beginning course of study participate in thematic units that promote effective communication and improved oral and written proficiencies through a variety of instructional strategies and authentic assessments. Students become effective communicators in the present and past tenses through purposeful listening, speaking, reading, or writing activities. Students participate in authentic exchanges of information for a real purpose between people, such as discussing the environment, the arts, health and friendship and personality traits.

DP SPANISH SL (GRADES 11/12) **1 Credit**

Prerequisite: Passing grade from Spanish III

SL 1: The focus of the IB DP Spanish B SL year 1 course is based on language acquisition and development in the four primary language skills: listening, speaking, reading, and writing. This course is designed for students who are open-minded who want to pursue an International Baccalaureate Diploma Program, which offers all candidates a global curriculum to prepare them to continue in year 2. During the first year students will acquire the fundamental linguistic skills through 5 different topics such as Identidades, Experiencias, Ingenio Humanano, Organización Social, and Compartimos el planeta. On the other hand, some of the subtopics are: El espanol una: una lengua viva, Frida Kahlo, La alimentación en el planeta, Pandemias, etc.

SL 2: The main focus of the IB DP Spanish B SL year 2 course is to continue working on different subtopics of the curriculum to introduce the students to new subtopics to expand their conceptual understanding of the Spanish language, its culture and history, and its relevance around the globe. During the second year, the course makes a great deal of emphasis on language acquisition, proficiency, and fluency. All students should be able to communicate in the target language to demonstrate mastery of all subtopics already studied. Since students will take their final exam in year 2 during the month of March or April, the need for them to use the target language is a must, and at this time of the year, they have to review their listening, speaking, reading, and writing skills.For student to achieve college credit, they must pass with a score of 4 or higher, 7 being the highest score.

Group 3 INDIVIDUALS AND SOCIETIES

DP GLOBAL POLITICS SL (GRADE 11/12) **1 Credit**

Global Politics 1: The Diploma Programme Global Politics course engages students with key political concepts and contemporary political issues in a variety of contexts and through a variety of approaches. Students will develop a holistic and nuanced understanding of global politics and acquire the skills needed to analyze, evaluate, and act on political issues they encounter inside and outside of the classroom. Students will also learn about the foundations of government in the United States and develop skills to be active participants in the democratic process.

Global Politics SL/HL 2: The 21st century is characterized by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary (during the lives of our students') political issues. The study of global politics enables students to critically engage with new and different perspectives and approaches to politics in order to more fully understand the challenges of the changing world and become aware of their role in it as active global citizens.

Group 4 EXPERIMENTAL SCIENCES

DP BIOLOGY SL/HL (GRADES 11/12) **1 Credit**

Biology is the study of life. This course aims to help students investigate the complexities and interconnectedness of the living world. From the cell and its molecular construction and complex metabolic reactions to the interactions that make humans and whole ecosystems function, this course will allow students to become more knowledgeable about the living world and apply their knowledge to solve relevant scientific problems. Through scientific inquiry, they will also develop skills to investigate problems, design experiments, and collect and analyze their own data. This is a two year course.

DP ENVIRONMENTAL SYSTEMS AND SOCIETIES SL (GRADES 11/12) **1 Credit**

Environmental Systems and Societies is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of a complex system of societies on the natural world. The interdisciplinary nature of the course requires students to perform research and conduct investigations, participate in philosophical discussion and solve problems. A systems approach promotes holistic thinking about environmental issues and challenges students to develop solutions at the personal, community and global levels. Students will improve thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources

Group 5 MATHEMATICS

MATHEMATICS: APPLICATIONS AND INTERPRETATIONS SL (GRADES 11/12) **1 Credit**

Prerequisite: Algebra I, Geometry, Teacher recommendation (or teacher review)

This course will focus on developing the skills of analysis, abstraction and generalization, risk awareness and statistical literacy, algorithmic thinking, modeling and inquiry. It is designed for students who are interested in developing their mathematics for describing our world, modeling and solving practical problems using the power of technology. Students who take Mathematics: Applications and Interpretations will be those who enjoy mathematics best when seen in a practical context. The key approach in year one of Applications and Interpretations is to study Algebra II, Trigonometry, and Probability. This will build a strong foundation to study the concepts of Statistics in year two. This pathway is recommended for students interested in further studying areas such as analytics or social sciences.

Group 6 THE ARTS AND ELECTIVES

Note that all offerings are subject to change. In the event that a course does not run, a student will be assigned to another elective course.

DP BUSINESS AND MANAGEMENT HL (GRADE 11/12) **1 Credit**

DP Business Management is a course designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. The business management course allows students to develop their understanding of interdisciplinary concepts from a business perspective.

DP SPORTS, EXERCISE AND HEALTH SCIENCES HL (GRADES 11/12) **1 Credit**

Achieving excellence in sport is the result of ability or skill and the dedicated pursuit of a physical and mental training program accompanied by appropriate nutrition. This course incorporates traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of topics and carry out practical investigations in laboratory and field settings. This will provide an opportunity to acquire knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context.

DP VISUAL ARTS HL (GRADE 11/12) **1 Credit**

Prerequisite: Art A/B Recommended

DP Visual Arts 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 and artists from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of art media and create a body of work for public exhibition. 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.

DP DIGITAL SOCIETIES SL (GRADE 11/12) **1 Credit**

Digital society is an interdisciplinary course within individuals and societies subject groups. The course is designed for students interested in exploring the impact and importance of digital systems and technologies in the contemporary world. Students will engage in inquiry around digital systems including areas related to data, algorithms, media, AI, robotics and more. The course will explore contexts significant to life in digital society including social, cultural and environmental contexts.

DIPLOMA PROGRAMME CORE

THEORY OF KNOWLEDGE (GRADE 11/ 12) **1 Credit**

In the Theory of Knowledge (TOK) course, students analyze the knowledge, beliefs and opinions that they (and others) have built up in their lives, both as students and as citizens of the world. They evaluate the reasons that people might doubt or trust this knowledge, and consider how perspective can change what people know and trust. In essence, this course is about three questions: How do we know (that)? Why should we trust that we know (it)? How does perspective impact what we know? By answering these questions on their own terms, students will define values that shape their personal choices – and empower them to become brave, principled decision-makers in a complicated world.

EXTENDED ESSAY (GRADE 11/12)

The extended essay is an independent, self-directed piece of research that culminates in a 4,000-word academic paper. It is a mandatory component of the IB Diploma Programme core. Students choose a topic of personal interest stemming from one of their six DP subjects, or they can choose to take a more interdisciplinary approach by completing the World Studies option. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research that requires them to: formulate an appropriate research question, engage in a personal exploration of a topic; develop an argument; and communicate ideas. Throughout the process students will also develop their ability to analyze, synthesize and evaluate information and ideas. The extended essay is externally assessed against set criteria. Successful completion is required to earn the IB Diploma.

CREATIVITY, ACTIVITY, AND SERVICE (GRADE 11/12)

Creativity, activity, service (CAS) is an important part of the IB Diploma Programme core. CAS formally begins at the start of the DP program and continues regularly for a minimum of 18 months with a reasonable balance between the three strands of creativity (exploring and extending ideas leading to an original or interpretative product or performance), activity (physical exertion contributing to a healthy lifestyle), and service (a collaborative and reciprocal engagement with the community in response to an authentic need). A CAS experience is student initiated and must fall under one or more of the three strands. Completion of CAS is based on student achievement of the seven CAS learning outcomes as evidenced through the CAS portfolio (a collection of evidence that showcases CAS experiences and student reflections). Successful completion is required to earn the IB Diploma.

SCHOOL-BASED ELECTIVES

Note that all offerings are subject to change. In the event that a course does not run, a student will be assigned to another elective course.

ACCOUNTING (GRADE 11/12) **1 Credit**

Introduction to Accounting is a course that will help students understand the basic accounting principles and procedures that are applied to accounting records kept for businesses that operate in the private enterprises. Students will be able to prepare balance sheets, analyze how transactions affect accounts, record entries in a journal, reconcile a bank statement, and create a worksheet. Students will also explore careers in Accounting and other business topics.

FINANCIAL ALGEBRA (GRADES 11/12) **1 Credit**

A course designed to introduce students to the world of personal finance. This course will cover the following topics: careers, loans (including college loans), banking, taxes, budgeting, investing, and insurance. This course will use case studies, projects, and mathematical modeling so students can learn about these relevant topics as they work to solve real career and financial problems.

INTRODUCTION TO FILM (GRADES 11/12) **1 Credit**

Welcome to Exploring Cinema, where the magic of filmmaking comes alive! In this dynamic elective course, students will embark on an exhilarating journey through the world of cinema, delving deep into its history, techniques, and impact on society. From classic masterpieces to contemporary blockbusters, students will analyze films from various genres, styles, and cultures to gain a comprehensive understanding of the art form. Throughout the semester, students will engage in lively discussions, critical analysis, and hands-on activities designed to develop their cinematic literacy and analytical skills. Through screenings, readings, and interactive projects, students will explore fundamental aspects of filmmaking such as cinematography, editing, sound design, screenplay writing, and directing.

EXPLORING COMPUTER SCIENCE (GRADES 11/12) **1 Credit**

Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning y88a particular software tool or programming language, the course is designed to explore the conceptual ideas of computing and to introduce students to a variety of tools and languages that might be utilized to solve particular problems.

MIXED MEDIA A/B (GRADES 11-12) **1 Credit**

This course will introduce students to a variety of traditional and non-traditional multimedia techniques in response to real world challenges. During this course, the Elements and Principles of Design will be explored and developed through a variety of inquiry based projects.The course will be taught in two semesters with different projects in each semester so that students can take Mixed Media for one semester or the whole year.

MUSIC TECHNOLOGY I (GRADES 9-12) **.5 Credit**
This one-semester course provides high school students with a hands-on introduction to the exciting world of music technology. Students will explore the fundamentals of sound, music production, and audio recording while developing practical skills in digital audio workstations (DAWs), MIDI sequencing, and sound design. Through a combination of guided instruction, creative projects, and collaborative activities, students will learn how to create, edit, and produce music using industry-standard tools and techniques.

MUSIC TECHNOLOGY II (GRADES 9-12) **.5 Credit**
This one-semester course builds on the foundational skills developed in *Introduction to Music Technology*, diving deeper into the creative and technical aspects of music production. Students will enhance their proficiency with digital audio workstations (DAWs), MIDI sequencing, and sound design while exploring advanced recording techniques, mixing, and mastering processes. The course emphasizes creativity, collaboration, and the application of professional workflows used in the music and audio production industry.

MUSIC PRODUCTION (Grades 9-12) **.5 Credit**
Unlock the exciting world of audio with this hands-on course that explores the diverse fields of sound design, recording, and production. Designed for students passionate about music, technology, and multimedia, this class covers the principles and techniques used in a wide range of audio applications. A large focus will be on live recording of concerts, events, and Live Streaming.

STUDIO ART (GRADES 11/12) **1 Credit**
This course offers students an opportunity to explore a variety of artistic techniques and media, such as drawing, painting, sculpture, printmaking, mixed media and digital art. Emphasizing creativity and personal expression, students will develop skills in art-making while studying elements of design and composition. Through projects and critiques, students will gain confidence in their artistic abilities, and explore the world of visual art.

HIGH SCHOOL BAND (GRADES 11/12) **1 Credit**
Prerequisite: Instrumental Experience Recommendation
High School Instrumental Musicians may choose this elective to learn to perform on woodwind, brass, string, and percussion instruments. Students should have some previous experience in the musical performing arts, and have some knowledge of how to read music before enrolling in this course. Successful completion of the course earns 1.0 Fine Arts credits towards graduation. This course can be repeated all four years of high school, as the course repertoire changes from year to year.

The High School Symphonic Band performs multiple selections at the Winter and Spring Concerts, and is part of the Dragon Marching Band (which marches at several local parades each year) and the Dragon Symphonic Ensemble (which competes in local band competitions, such as Six Flags, each spring). The High School Band meets three times a week.

HIGH SCHOOL CHORUS (GRADES 11/12) **1 Credit**
Students will learn about vocal technique and performance skills. Students will further their knowledge of music notation and apply it to singing. Bi-annual concerts are required for this course and are held during the winter and spring seasons. These performance opportunities allow students to share their hard work with the school community and also with the public. Repertoire for student performances includes culturally responsive pieces from various cultures and Western classical music. High school chorus is a year-long course. Students have the opportunity to participate in the Music in the Parks/Six Flags field trip at the end of the school year. Participation in this event gives students an opportunity to display their knowledge and have a fun day at Six Flags-New England. The goal of this course is to develop students' international-minded thinking as it pertains to music.

THEATRE ARTS (GRADES 9-12) **.5 Credit**
Theatre Arts is a performance-project-based course designed to develop real-world skills such as sewing, public speaking, and carpentry/building, culminating in an end-of-semester performance in our auditorium. Students will collaborate in small groups to develop or select a scene, design and sew costumes and/or puppets, learn how to speak for power and impact, and design and/or build their own set pieces such as walls or furniture. This half-year course fulfills 0.5 Fine Arts credits towards graduation, and includes mentorship from the world-renowned UCONN Ballard Institute of Puppetry.

LEADERSHIP IN SPORTS (GRADES 11/12) **1 Credit**
This course will use the four management functions of planning, organizing, leading, and controlling to teach students how to become strong leaders in the world of sport. Activities will include preparation for coaching and how to coach a team including Care For Injuries, Maintaining Equipment, Running Practice and Leaders of The World. They will show their knowledge through tests, presentations, and practicum.

CAPSTONE

SUCCESS 101 (MYP 5 – GRADE 10) **1 Credit**
In the final year of the MYP IB program (10th grade), each student completes a personal project, an independent learning opportunity where they get to explore a topic of interest. Students will choose a learning goal (what they want to learn about/how to do) and a product goal (what they want to make, do or create). As students conduct their research and create their product they will document their process and collect evidence in order to produce a written report that focuses on the three report criteria: planning, applying skills, and reflecting. Successful completion of the personal project satisfies the Capstone graduation requirement and will be recorded on the high school transcript.

EXTENDED ESSAY (GRADE 11/12) **1 Credit**

The extended essay is an independent, self-directed piece of research that culminates in a 4,000-word academic paper. It is a mandatory component of the IB Diploma Programme core. Students choose a topic of personal interest stemming from one of their six DP subjects, or they can choose to take a more interdisciplinary approach by completing the World Studies option. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research that requires them to: formulate an appropriate research question, engage in a personal exploration of a topic; develop an argument; and communicate ideas. Throughout the process students will also develop their ability to analyze, synthesize and evaluate information and ideas. The extended essay is externally assessed against set criteria. Successful completion is required to earn the IB Diploma.

CAPSTONE PROJECT (SENIOR PROJECT-GRADE 12) **1 Credit**

Students who do not successfully complete Success 101 are given the opportunity to complete Senior Project to satisfy the CREC Capstone graduation requirement. In this course, students will choose a topic of interest to explore throughout the year. Along the way students will engage in tasks such as developing research questions; finding reputable sources; conducting research; developing surveys; conducting interviews; using citation sources; completing in-text citations; creating an annotated bibliography; writing a research paper; and presenting information. Time will also be spent engaging in opportunities to develop and demonstrate proficiency in the following ATL (Approaches to Learning) skill areas: communication, social, self-management, research and thinking.