INTERNATIONAL BACCALAUREATE

**HISTORY OF THE AMERICAS**

**MR. CASSADY**

# Introduction

The International Baccalaureate Diploma Program is a rigorous pre-university course of studies, leading to examinations that meet the needs of highly-motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of many. The program is available in English, French and Spanish.

The curriculum is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning—the humanities and the sciences [Excerpt from International Baccalaureate Organizations History Course Description, 1996]

The six academic areas are Language A1 (Group 1), Language A2 (Group 2), Individuals and Societies (Group 3), Experimental Sciences (Group 4), Mathematics (Group 5), and The Arts and Electives (Group 6). These six academic areas surround the core of the program—the Extended Essay, Theory of Knowledge, and the Creativity, Action, Service component (CAS).

Diploma candidates are required to select one subject from each of the six subject groups. At least three and not more than four are taken at higher level (HL), the others at subsidiary or standard level (SL). HL courses represent 240 teaching hours, while SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others [IB History Course Description].

Distribution requirements ensure that the science-oriented student is challenged to learn foreign language and that the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing higher level concentrations allows the student to pursue areas of personal interest and to meet special requirements for university entrance [IB History Course Description].

Successful diploma candidates meet three requirements in addition to the six subjects. The interdisciplinary *Theory of Knowledge* (TOK) course is designed to develop a coherent approach to learning which transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The *extended essay* of some 4000 words offers the opportunity to investigate a topic of special interest and acquaints students with the independent research and writing skills expected at the university level. Participation in the school’s Creativity, Action Service (CAS) program encourages students to be involved in sports, artistic pursuits and community service work [IB History Course Description].

History is a recognized IB subject and is classified within Group 3—Individuals and Societies.

# Nature of the Subject

History is particularly important in the modern world, where different cultures and traditions have to understand one another. History is concerned with individuals and societies in the widest context: political, social, economic, religious, technological and cultural. It is concerned with trends and developments, with continuity and change through time, and with specific occurrences. Historical knowledge rests on widely-accepted evidence, derived from a variety of sources, but also draws on information of a more tenuous nature. Historical accounts involve judgments based on qualitative evidence and these judgments may be provisional. Every generation rewrites its own history in the light of new evidence and of subsequent events and processes, and under the influence of its particular attitudes and prejudices. The process of historical inquiry, explanation and interpretation is a never-ending activity, for which historians have developed values and conventions which themselves change over time.

History teaching which develops candidates’ understanding of the discipline of history, its rules and values, as well as passing on historical knowledge, allows young people to understand how and why there are different accounts of the past and the criteria upon which they may be judged. Thus candidates may learn different accounts of history but still be able to understand and assess each other’s accounts though they live and study in different countries.

These are some of the basic features and values of history which candidates studying the subject for the International Baccalaureate are capable of understanding and recognizing. Teaching and learning at both higher level and standard level should be organized to promote such understanding and recognition [IB History Course Description].

# Aims of Group 3

1. The systematic and critical study of human experience and behavior, of the varieties of physical, economic and social environments in which we live and of the history and development of the social and cultural institutions which we have created.
2. The development in the student of the capacity to identify, to analyze critically and to evaluate theories, concepts, and arguments concerning the nature and activities of the individual and society.
3. The understanding of the various methods of data collection, description, and analysis used in studies of society, and the ways in which hypotheses are tested and complex data and source material interpreted.
4. The appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies.
5. To recognize that human attitudes and opinions are widely diverse and that a study of society requires appreciation of such diversity.
6. To recognize that the subject matter of the disciplines in this group is contestable and that their study requires the toleration of uncertainty.

# Aims of the History Program

1. the acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures
2. a developing appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
3. international awareness and understanding by promoting the achievement of empathy with, and understanding of, people living in diverse places and at different times
4. a better understanding of the present through and understanding of the past
5. an appreciation of the historical dimension of the human condition
6. an ability to use and communicate historical knowledge and understanding
7. a lasting interest in history

# Course Objectives

By following the program at higher or standard level, students should be able to:

1. demonstrate historical understanding through the acquisition, selection and effective use of knowledge
2. present clear, concise, relevant and well-substantiated arguments
3. evaluate, interpret and use source material critically as historical evidence
4. identify and evaluate different approaches to, and interpretations of, historical events and topics
5. explain the causes and effects of historical continuity and change

# Course Outline

Unit I: Independence Movements in the Americas

Unit II: Nation Building and Challenges

Unit III: The U.S. Civil War

Unit IV: U.S. Emergence as a World Power

Unit V: USA in Early 20th Century and Great Depression in the Americas (6 Weeks In-Depth Study)

Unit VI: WWII and Civil Rights

Unit VII: Civil Rights in the Americas (6 Weeks In-Depth Study)

Unit VIII: The Mexican Revolution (6 Weeks In-Depth Study)

Tests and Quizzes To Be Announced

# The Grading System

Student grades for the course will be based on total points earned on tests, quizzes, essays and projects. Students will accumulate points during each nine-week quarter and each semester. The percentages will break down as follows:

90—100%=A

80—89% =B

70—79% =C

60—69% =D

59% and below=F

Due Dates: Students are expected to complete all assignments by the given due date. Since a major part of learning subject matter and learning responsibility is learning to complete assignments on time, and since the class material is comprehensive, it is important that work is done on schedule. Therefore, late work will be penalized.

Grading Criteria: Students are expected to produce quality work in this class. Points on assignments will be deducted for spelling and grammatical errors, sloppy or incomplete work, inaccurate or missing information, and failing to follow instructions. Test dates will be announced and posted in the classroom well in advance to allow time for student preparation. Students who miss assignments and tests will have one week to make up the work missed. Assignments not made up will receive grades of “0”.

REPORT CARDS: Report cards are issued four times per year. You will receive a report card at the end of each quarter.

In addition to the quarter and semester grades, progress reports will be sent home in each quarter.

Progress Reports allow parents to know about academic problems before official grades are calculated and submitted. They allow students to be aware of their **quarterly** standing, so that they may work to improve their grade. **They do not reflect standing toward Semester Grades.** Parents may also pick up weekly progress reports from the Counseling Office, if they want more frequent updates on student progress.

**IB Math SL 2014-2015**

**CLASSROOM RULES AND PROCEDURES**

**Ms. Trieu**

**Overview**

 My purpose in Math SL is twofold: first, I want each student to be prepared to pass the IB Math SL exam in May, and second (and more importantly), I want each student to master the fundamentals of the curriculum for the course (in particular the Calculus). To that end, each student should be prepared to spend a substantial amount of time outside of class working on IB Math SL (averaging 45-60 minutes a day including weekends – sometimes less, sometimes more). I know that students at this level are very busy, and committed to a great many things. Still, everyone should keep in mind that study of the IB curriculum in high school sets the student apart from his/her peers, which can be a substantial advantage when applying to colleges, and when seeking scholarships. Furthermore, students who study IB Math SL in high school often find that college mathematics is far more accessible for them than for their college-freshmen peers. Thus, I encourage everyone to accept the challenge IB Math SL provides, and to commit themselves to the time and effort it will require in order to be successful.

*Note: Student initiated course changes must occur during the first two weeks of any semester. After that time, a teacher may initiate a course change during the third or fourth week. After this time, course changes are generally not allowed until the end of the semester. Therefore, it is* ***imperative*** *that if a student feels unprepared to handle the rigors of this course, that they request a schedule change during the first two weeks.*

**Grades and Homework**

Grades are determined by tests, quizzes, the mathematical exploration paper, the final exam, classwork, notebooks, group work, homework, and participation. Points are added up every grading period and are cumulative. You can improve your grade from the previous grade period by improving test scored and keeping up with all assignments. However, grades can drop if test scores go down or assignments are not turned it. There will be opportunities throughout the grading period for extra credit. All assignments will be posted daily, and if you are absent, it is your responsibility to make up any given work or tests given. If a test or quiz is not made up then it is a zero for that test or quiz. All letter grades are assigned as follow:

**Tests: 35% Quizzes: 15% Homework/Notebook: 10%**

**Mathematical Exploration: 20% Attendance/Classwork: 10% Final: 10%**

**A = 90%+ B = 80%+ C = 70%+ D = 60%+ F = below 60%**

 You should correct your homework every day. Homework is a place to make mistakes and learn from the mistakes. You will receive 2 points on the work as long as you attempt the problem and show all of your work. However, one assignment will be randomly selected on the day of the test to be collected and graded. I will be available before and after school and during snack and lunch time if you have any questions on the homework. There will be time at the beginning of the class period to go over the homework. Late assignments will be accepted up until the day of the test that corresponds with the assignment.

**Classroom Materials**

 Text: Mathematics Standard Level for the IB Diploma, Smedley and Wiseman; Graph paper, Pencil and Pen (any color), Graphing Calculator (I would use the TI-83 or TI-84), Paper, 1 Large Spiral Notebook, 1” binder, Straight edge (ruler or protractor, etc.)

All assignments must have the following heading:

 **First and Last Name, Period, Date, Assignment Title, and Assignment Number**

**Mathematical Exploration**

 IB requires students in this course to complete a mathematical exploration paper. These are closer to what we in the U.S. might call “research papers”. These count as 20% of the final grade awarded by IB. The bulk of this paper will be written outside of class time.

**External Assessment**

 IB requires students to take a two day assessment in May. This will incorporate everything we have learned throughout the school year. It will include multiple choice and free response questions.

**Classroom Management**

While I am speaking to the class, I expect you to be listening and not speaking. When I am not addressing the class, you are free to move around when necessary. You are not to leave the classroom without permission and pass.

**Classroom Rules**

1. Be in you assigned seats with homework out and ready to work when the bell rings.
2. Bring required materials to class everyday unless told otherwise by the teacher.
3. Listen and stay seated when someone is speaking.
4. Treat everyone and their property with respect.
5. No foul or inappropriate language.
6. No cell phone usage allowed.

**Cell Phone Policy**

 Cell phones are not allowed in the classroom. If you have a cell phone out, it will be taken away and returned at the end of the day, if it is the first time. If it is the second time, then it will be given to a parent. If a cell phone goes off in the middle of class, then it will be an automatic pop quiz for the entire class and the cell phone will be taken away. If a cell phone goes off in the middle of a test or quiz then the owner of the cell phone will have 5% taken off that test or quiz and the cell phone will be taken away.

**Academic Integrity**

Any work submitted by a student in this course for academic credit must be the student’s own work. Most of the time in class, students will be collaborating with each other. However, individual assignment to be done each student will be responsible for their own work. Any copying done, both the student who copied the work and the student who gave the material to be copied will both automatically receive a zero for that assignment

**PowerSchool**

 I keep my gradebook in “live” mode, which means that every time a parent or student checks Powerschool, they are seeing the most up-to-date version of that student’s grades. I also post homework in my gradebook at the end of each class period, so the assignment each night can be accessed simply by looking at the gradebook. Please check Powerschool early and often!

**In General**

 This course is designed to cover the full curriculum for IB Math SL. We will focus on preparation for the May IB Examination and prepare students for further study in math at the college level. Students who successfully complete this course with a “B” or better should be prepared to take AP Calculus BC the following year. A grade of “C” would prepare the student to take AP Calculus AB. If you have any questions, feel free to contact me at 661-718-3100 ext. 115, or e-mail me at ntrieu@avhsd.org .

I am looking forward to working with each one of you during this school year. Please sign on the next page indicating that you’ve read the above, as has your parent or guardian, and return to me no later than Friday, August 16th.

Please sign your name below indicating that you have read and understood the rules of the class. Take this home and have at least one of you parents or guardians sign indicating that she/he has read these rules.

­­­These are due by Friday, August 16th.

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Name of student Signature of Student

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Name of Parent or Guardian Signature of parent or guardian

­­­­­­­­­­Parent e-mail address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian comments:

ho gave the material to be copied will both automatically receive a zero for that assignmentho copied the work and the student

**IB PSYCHOLOGY STANDARD LEVEL COURSE SYLLABUS**

**QUARTZ HILL HIGH SCHOOL**

**MR. JEFFREY L. CASSADY. M.A.**

**Description:** The Course Description Booklet for Quartz Hill High School outlines the subject matter and areas of study for this course as follows:

This course will introduce students to the study of the behavior and mental processes of humans and other animals. Students will study psychological facts, principles, and phenomena associated with psychology (including mental, emotional and behavioral disorders). Students will also study the various treatment techniques (therapies) used by psychologists to treat various disorders.

The goal of this course is to establish a firm understanding of psychology—its methods, theory and research. The course is also designed to prepare the IB student to perform successfully on an Internal Assessment Simple Psychology Experiment and on the two IB Psychology essay examinations to be held in May of this school year. The course will explore the psychological facts, principles and phenomena associated with each of the major subfields of psychology. Students will study areas including biology, human development, personality, intellect, principles of learning, thinking processes, personality disturbances, therapy, and social behavior.

**IB Requirements: Core Study**

The International Baccalaureate Organization (IBO) requires as a core the study of three levels of psychological analysis:

* Biological Level of Analysis
* Cognitive Level of Analysis
* Sociocultural Level of Analysis

As stated by the IBO, “the interaction of these influences substantially determines human behavior. The level of analysis approach reflects a modern trend in psychology towards integration and demonstrates how explanations offered by each of the three levels of analysis complement one another and together provide more complete and satisfactory explanations of human behavior. The three levels of analysis can be usefully compared to three microscope lenses of different magnification. Each lens reveals a different picture of the intricate structure that exists at a variety of levels, but no single picture explains the whole object; a synthesis is necessary. Synthesis of the rich and diverse content of modern psychology is the chief aim of IB Psychology.” IB students will demonstrate their knowledge of the core through course assessments and on Paper One, which they will take in May of this school year.

**Option Study:** Embedded within Standard Level class instruction on the core components, students will study **ONE** of the IB options in-depth. While the study of the core provides a foundation and a broad overview of psychology, the options allow students the opportunity to study a specialized area of psychology in depth (including empirical studies and theories). Of the five option studies (Abnormal Psychology, Developmental Psychology, Health Psychology, Psychology of Human Relationships and Sport Psychology), this course will focus on Developmental Psychology, and if time permits Abnormal Psychology as an additional option. IB students will demonstrate their knowledge of one option study through course assessments and on Paper Two, which they will take in May of this school year.

**Simple Experimental Study:** As stated by the IBO, “students are required to plan and undertake a simple experimental study and to produce a report of their study. A simple experimental study involves the manipulation, by the student, of a single independent variable and the measurement of the effect of this independent variable on a dependent variable, while controlling other variables. The process involved in the development of the experimental study include introduction to research methodology, analysis of research studies, introduction to data collection and ethical guidelines, data analysis, drafting the report and finalizing the report. **Successful completion of the simple experimental study requires significant independent work by the student.**

**Classroom Expectations:** Since this is an advanced-level course and part of the IB Diploma Program at Quartz Hill High School, students are held to the highest standards of commitment, ethics and behavior. Here are the expectations:

* The student will follow all school and District rules.
* The student will receive respect from teachers and peers and will issue respect to all classmates, teachers and administrators.
* The student will arrive into the class on time. Tardiness significantly disrupts the instructional process.
* With the exception of bottled water, the student will not bring food or beverages to eat in the classroom. The ants infest the room when food and drink and wrappers get left as debris.
* The student will complete all assignments and submit them WHEN THEY ARE DUE. LATE WORK WILL NOT BE ACCEPTED.
* The student will be allowed to make up class assignments only in cases of excused absences.
* In the event of an excused absence on testing days, the student will make up the test ON THE DAY OF THEIR RETURN. Make-up tests will be essay versions of objective examinations given on the scheduled test day. This process will discourage absenteeism on testing days.

**Grading System:** This is very simple. Student grades for the course will be based on total points accumulated through the completion of daily assignments, class participation, oral presentations, quizzes, tests, projects and homework.Students will accumulate points during each nine-week marking period and for semesters. The only grades that will appear on a student transcript will be the final semester grades for the course. The percentages will break down as follows:

90—100%=A

80—89%=B

70—79%=C

60—69%=D

59% and Below=F

Please note that grades will reflect the percentages earned by the student based on accumulated points earned by the student. Since points for each assignment will be entered into the PowerSchool system, the teacher WILL NOT round grades upward. Students should avoid being “on the bubble” at end of quarter or semester. For example, an 89.9 is a B+, and will not be rounded upward to A.

**Supplies Needed:**

* Textbook: Psychology Concepts and Applications, second edition, Jeffrey S. Nevid. Students will be responsible for obtaining this text as soon as possible at the beginning of the school year. Students are expected to bring their books to class each day, as room copies are generally not available.
* Notebooks with lined paper for note-taking. Students will be expected to take handwritten notes in class using Cornell style, and the notes will be assessed by the teacher and points awarded according to format and quality.
* Writing instruments—pens, pencils, etc.
* An ample supply of 3X5 notes cards. Note cards will be used for vocabulary assignments and for classroom presentations.

**Course Schedule (Subject to Change):**

Unit 1: Introduction, History of Psychology, Specialties and Approaches to the Science of Psychology (2 Weeks)

Unit 2: Level of Analysis I—Biological Basis of Human Behavior (9 Weeks)

Unit 3: Level of Analysis II—Cognitive Level of Psychological Analysis, Learning, Intelligence (4.5 Weeks)

Unit 4: Level of Analysis III—Sociocultural Level of Psychological Analysis (3 Weeks)

Unit 5: Option Study: Developmental Psychology--Child and Adolescent Development; Adult Development and Gender (3 Weeks)

Unit 6: IB Test Review (2 Weeks)

IA Simple Experimental Study: Schedule and Experiment TBA

Time permitting, we will touch on the following:

Unit 6: Personality and Testing

Unit 7: Abnormal Psychology, Treatment and Therapy

**IB Psychology Paper One is Wednesday, May 6, 2015 Afternoon Exam**

**IB Psychology Paper Two is Thursday, May 7, 2015 Morning Exam**

Unit 10: Project TBA

The teacher wishes to thank all students and parents for reviewing this course syllabus. The teacher will be available on campus to consult with students, and parents should feel free to contact him preferably via email to avoid disruptions during class time.

**IB Theory of Knowledge** Instructor: Dr. Reti

Fall 2013 sreti@avhsd.org

 718-3100, x585

Course Description

The Theory of Knowledge (ToK) course is a capstone course of the International Baccalaureate program. The purpose of this course is for students to study philosophy—primarily, epistemology. Epistemology is the study of the theory of knowledge. That is, how do we know that what we know is indeed knowledge and not opinion? Hence, we are focusing on the justification of knowledge claims.

We begin by studying classical epistemology: skepticism, rationalism, empiricism, Kantian constructivism, relativism, and pragmatism. We then look at how knowledge claims are made in a variety of academic fields. In particular, we focus on the natural and social sciences, ethics and art. The purpose of our course is to help student refine their critical thinking skills. The first semester of the course is conducted in the spring semester with work continuing in the summer. In the fall, the second semester of the class is completed.

Students work on three major assignments that are part of the IB curriculum. First, students write an extended essay, or research paper about a topic of their own choosing. We plan the writing in the spring, the rough draft is done over the summer, and the final draft is completed in the fall. Second, students present a speech about a bioethical topic. Third, students write an essay on a prescribed philosophical topic as assigned by IB.

Course Requirements and Values

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| --- | --- | --- |
| Requirement | Value | Description |
| 1. Notes on weekly readings | 50 | Use Cornell notes or an outline format (in your own penmanship or typed) |
| 2. Quizzes Small assignments | 50  | Multiple choice, short answer, Current Events |
| 3. Unit tests | 200 | Essay and multiple choice |
| 4. Analytical papers | 100 | Papers that ask you to analyze/evaluate issues—some may require research,  |
| 5. Notebook evaluation | 50 | Please keep a notebook just for tok class. The notebook should be a three-ringed binder (1” rings or more). Divide the notebook into five sections: Readings and Notes, Class notes, Assignments, Current Events, and Tests. I will collect this notebook before every progress report for a grade. We will build a table of contents for the work as the semester unfolds. An organized notebook will help you have all the materials you need for tests and long term assignments, including the tok essay and the tok speech. |
| 6. Honor Code grade: Citizenship, Preparation, Participation | 50 | Evaluated before each progress report.Follow school and class rules, be on time, be prepared for each class (have materials and have completed homework), be courteous and civil towards everyone, participate actively in class discussions.  |
| IB Assignments Extended Essay Rough  Draft Extended Essay Final Draft Tok Essay: Rough Draft Final Draft Tok Speech | 400 400200200200  | Due in AugustDue in late OctoberDue in late May Due either in summer session or fallIn-class, summer session or fall |

Readings

1. Readings will be given to students over the course of the semester.
2. Please subscribe by email to the *New York Times*. This is free.

Summer/Fall Objectives: Grades for the summer are part of your fall semester ToK grade which includes the extended essay.

1. Complete final drafts of TOK essays.
2. Consider how art is a path to knowledge.
3. Consider rival paradigms of ethics.
4. Present ToK speeches on an ethical dilemma, focusing primarily on bioethics.
5. Continue to work on rough drafts of extended essays.

**Twentieth Century World History** Instructor
Fall 2014 Dr. Steven Reti

 sreti@avhsd.org

 718-3100, x585

*Introduction*

Twentieth Century World History is the capstone course of the International Baccalaureate (IB) history program.  The purpose of this course is to examine five historical topics to help us understand twentieth century history. Your knowledge of these topics is assessed with the IB history exam in the spring.

Topic 1: Causes, practices and effects of wars

Topic 2: Democratic states—challenges and responses

Topic 3: Origins and development of authoritarian and single-party states

Topic 4: Nationalist and independence movements in Africa and Asia and post-1945 Central and Eastern European states

Topic 5: The Cold War

Two subjects within these topics will receive intensive study:

b. The development of single party regimes
c. The Cold War

 1. including the aftermath of communism in the post-1989 world

Students will refine their abilities to analyze and evaluate rival arguments about twentieth century history.  They will develop their abilities to critically analyze primary sources.  They will refine their ability to effectively present their own arguments by presenting oral arguments and writing critical essays.

*Course Requirements and Value*

|  |  |  |
| --- | --- | --- |
| Requirement | Value | Description |
| 1. Notes on weekly readings | 50 | As directed (Cornell, outline, charts) |
| 2. Quizzes Small assignments | 25 | Multiple choice, short answer, IB vocabularyClassroom quickwrites, etc. |
| 3. Unit tests | 100 | Questions that are similar to the IB tests questions: essay and data-based |
| 4. Analytical papers | 100 | Papers that ask you to analyze/evaluate issues—some may require research,  |
| 5. Notebook evaluation | 100 | Please keep a notebook just for history class. The notebook should be a three-ringed binder (1” rings or more). For each unit, I will give you a study guide. Place this in your notebook followed up by all the written assignments for that unit which will most likely include class notes, text notes, IB vocabulary and IB practice questions, current events, debate essays, classroom reflections and additional assignments depending on the unit. I will collect this notebook on a regular basis. All graded and ungraded work should be present. A table of contents for each unit will be posted on Moodle. This notebook will serve as a study guide for finals and the IB test.  |
| 6. Honor Code grade: Citizenship, Preparation, Participation | 60 | Evaluated before each progress report.Follow school and class rules, be on time, be prepared for each class, be courteous and civil towards everyone. Additionally:Excellent attendance (contact me, make up work when you miss class)Be respectful.Be an active participant in class discussions.Any plagiarism will be referred to the administration. Laptops/tablets permissible for our work. Cell phones other electronic devices must remain in bags unless explicit permission is given to use them. (Unauthorized cell phone visible or in use, 10 pt. fine, contact with parent if a persistent problem). Unexcused late work accepted one day late with a grade lower, after one day, unexcused work not accepted (zero) |

 *Readings:*1. Sheila Fitzpatrick:  The Russian Revolution
2. David S. Painter:  The Cold War:  an International History
3. John Lewis Gaddis:  Strategies of Containment

4. Judge and Langdon, The Cold War
5. Additional readings and selections from books as provided by the instructor.

6. Subscribe to the nytimes.com by email (free, although limited access).

*Course Calendar*

1. Making sense of the Twentieth Century: the End of History?

 -Comparative Ideologies (August)

2. Development of Single Party Regimes (September-December)

3. Causes of War and Causes of Peace (Jan –March)

a. The Cold War

 Origins, Development, and End

 b. International Cooperation

4. Review for IB Test (April-early May)

**Note: A 1500-2000 word historical investigation for the class (internal assessment) will be also be completed. The purpose of the historical investigation is to consider alternative perspectives regarding an historical event or episode.**

***Class Expectations***

1. Be on time and ready to learn when class begins.
2. Expect homework. (Three to Five hours a week)
3. Reading/Cornell notes
4. Short Essays
5. Preparing for Group Presentations
6. Studying
7. Work hard to go beyond the description of history and strive to analyze and evaluate

 what happened.

1. Be very respectful of everyone’s right to learn. Your attendance, attention, and

 participation help everyone in the class. Please contact me when you are absent so I

 can inform you about our work.

1. Seek to present your ideas well, whether in written or in oral form.
2. Follow all Quartz Hills rules and the IB Honor Code. Violations will be referred to

 the IB Coordinator and the Administration for possible expulsion from the program.

**IB Visual Arts Course Syllabus**

**Quartz Hill High School / H. Miller / hmiller@avhsd.org**

**Introduction:**

IB Art is a multi-level course encompassing group-structured and self-structured work. It is designed to provide the student with opportunities to develop in the areas of; artistic literacy and appreciation, technical skills, selected media, the use of design values and to encourage an experimental and well-grounded approach to both studio work and workbook development.

The IB art course begins with a more structured curriculum to develop the student's skills necessary for success in the program. Content will include:

 \* developing technical skills

 \* gaining strategies to solve visual problems

 \* understanding media and materials

 \* identifying topics to explore

 \* investigation

Success in the IB art program will depend on the student being able to:

 \* develop work habits relating to project development and workbook investigation

 \* become self-motivated and experimental in their approach to creative expression

 \* form a working literacy in current, cultural, historic and aesthetic developments in art

 \* gain technical control in selected media

 \* produce a coherent body of work

The second year of IB art is a continuation of the first year, but it focuses more on self-structured work. Ideas are developed by the student and should center on individually chosen themes. The mix of group-structured work and self-structured work can be made flexible for students who show superior ability in meeting the developmental objectives of the program. Students preparing for the exam will need to be much more self-directed in both theme and media.

**Course Structure:**

There are four work levels of IB art available to students in the program:

Higher Level A (HLA) - requires the production of studio work plus the investigation workbook (60% studio and 40% workbook). Requires 240 hours of scheduled class time (2 years).

Higher Level B (HLB) - requires in-depth development of the investigation workbook and experimental studio work incidental to the workbook investigation (60% workbook and 40% studio). Requires 240 hours of scheduled class time (2 years).

Standard Level A (SLA) - Requires the production of studio work with only a limited development of the investigation workbook (60% studio and 40% workbook). Requires 150 hours of scheduled class time (1 year).

Standard Level B (SLB) - Requires in-depth development of the investigation workbook and experimental studio work incidental to the workbook investigation (60% workbook and 40% studio). Requires 150 hours of scheduled class time (1 year).

**Course Plan:**

\* investigation workbook

\* group critiques

\* quizzes and tests

\* mini-investigation assignments

\* gallery/art show visits, interviews, guest speakers - one each month

\* group-structured work related to the use of specific media, historical and cultural criteria and

 design values

\* parallel on-going self-structured studio and research work aimed at exploring and developing a

 thematic direction (composition/design development, media and technique experiments, color

 experiments with cultural, historical or current trends)

\* personal analysis and commentary of work done in the workbook and the studio

**Grading:**

Workbooks and art projects will make up the majority of the points, about 80%. Visitations, textbook work, quizzes and tests will make up about 20% of your final average. Late work will be graded down (investigation books 20% per day and everything else 10% per day) and will not be accepted more than two days after the posted due date. If you are absent (excused), one day of make-up time is given for each day you are out. You are expected to participate in the class activity on a daily basis. For every day that you do not participate you will lose points from the project's final grade. HL students will lose 10% of their portfolio check grade for each day you fail to participate. ***There is no extra credit for this class.***

**Required Material:**

\* 8 1/2" x 11" hard covered sketchbook with blank, white pages

\* student planner, used regularly to copy assignments and due dates off the board

\* current project and materials

**Materials Fee:**

There is a $30 materials fee. You may pay cash or check (made payable to QHHS) in the student store. **YOU MUST BRING THE RECEIPT BACK TO ME!**

 In the beginning, this money will be used to purchase specific materials. These supplies will only be given to the students who have paid the materials fee. If a student chooses not to pay the fee, that student will be able to use the "community" materials. Later in the course, the remainder of the money will be used to purchase materials on an individual basis.

***It is strongly recommended that the student pay the materials fee for several reasons. Buying in larger quantities usually means the materials are purchased at a lower price. Therefore, you get more materials for the same cost. The materials are already there and ready to use so no time is lost on each given assignment. Because it is prepaid, you never have to worry about having the money available at the time you need the materials. By paying the class materials fee you save money, time and worry.***

**Behavior:**

The expected classroom behavior is based on RESPECT. All students are expected to respect themselves, their fellow students and all staff (including substitutes). Students who respect themselves and others are never disruptive. A classroom run by respect is always a positive place to be. The rules of this classroom are limited and simple to follow.

**Ms. Miller’s Class Rules:**

\*Be on time \*Be flexible \*Be respectful

\*Be responsible \*Be positive \*Be cooperative

* There is no eating or drinking in class except for plain water in a clear water bottle.
* ALL ELECTRONIC DEVICES MUST BE OFF AND OUT OF SIGHT UNLESS GIVEN SPECIFIC ALLOWANCE TO DO OTHERWISE BY THE TEACHER.
* TEXTING, PHONE CALLS AND VIDEO GAMES WILL NEVER BE ALLOWED.

Good citizenship grades as well as good academic grades come from well thought out and executed plans. You, the student, are responsible for both.

1. 1st violation: Verbal warning
2. 2nd violation: Call to parent/guardian
3. 3rd violation: Parent conference
4. 4th violation: Conference with VP
5. 5th violation: Could result in temporary or permanent removal from class

\*\*\*\*\*IN THE EVENT OF SEVERE DISRUPTIONS STUDENTS ARE IMMEDIATELY SENT TO OCD OR VP AND PARENT/GUARDIAN IS CONTACTED\*\*\*\*\*

**Please complete and return the attached form by the next school day for full credit (50 pts).**

**IB Visual Arts Course Syllabus**

**Quartz Hill High School / H. Miller / hmiller@avhsd.org**

By signing this form you are agreeing that you have read and understand the stated rules, regulations and requirements. Also, you are giving permission for artwork and likeness of the student listed below to be used on school related websites, posters, flyers, etc. created to promote achievements of the QHHS VAPA department. (Note: if the student is under 18 the signature of the parent/guardian grants permission.)

Student Name (PLEASE PRINT): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period: \_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name (PLEASE PRINT): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CONTACT INFORMATION:**

Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please complete and return the attached form by the next school day for full credit (50 pts).**

Jean Andrews – Dent

Email: jmandrews@avhsd.org

French IB Syllabus (Language B) I and 11

Course description and aims:

The IB Diploma language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. The course allows students to access the target language by studying it as a beginner or as someone with prior experience of the language. Language B is designed for students who possess a degree of knowledge and experience in the target language. It may be studied at either SL or HL levels.

The main focus of the course is language acquisition and development of language skills. These language skills should be developed through in-depth study of a variety of written and spoken materials that focus on the cultures of the French –speaking world.

Course objectives:

1. To provide students with a solid grasp of fundamental grammatical concepts in French.
2. To explore the culture of the regions where French is spoken.
3. To develop the competencies to communicate accurately and effectively in spoken and written activities in a variety of contexts.
4. To develop the ability to respond appropriately to the language demands of authentic, native speaker encounters and social contacts.

Assessment objectives:

The assessments of the Language B program aim to test students through their ability to understand and use French to:

1. Communicate clearly, demonstrate linguistic competence and intercultural understanding.
2. Use language appropriate to a range of interpersonal and/cultural contexts.
3. Understand and use language to express and respond to a range of ideas with accuracy and fluency.
4. Organize ideas on a range of topics in a clear, coherent and convincing manner.
5. Understand, analyze and respond to a range of written and spoken tasks.
6. Understand and use works of literature written in French (HL only).

Syllabus outline :

Students will build the necessary skills to reach the assessment objectives of the Language B course by studying the core and options topics at SL and HL through the development of their listening, speaking, reading, writing and cultural competency skills.

The Core topics for both levels are; Communication and Media, Global Issues and Social Relationships.

Teachers must choose two of the five Options: Cultural Diversity, Customs and Traditions, Health, Leisure and Science and Technology. At the HL level, students must read two works of French literature. The number of required hours for instruction for the SL level is 150 hours and for HL it is 240 hours.

Teaching Resources:

IB 1

C’est à toi, level 3 (text book and activity book)

C’est à toi, level 3, (Video and CD)

French 3 Years

Graded French Reader, Part 1

IB 11

Trésors du temps (Grammar and literature)

Une fois pour toutes

Facettes de la France Contemporaine

Le monde en français

Graded French Reader,Part 2

French newspaper articles from : L’Express, France-Amérique, and the Internet.

French movies, documentaries

French news ( tv5, RfI,Radio Québec)

Required materials for class:

* A notebook and loose-leaf paper
* French dictionary

Topics and Timeline IB 1:

Education and Leisure August

Social relations/Youth September

The Arts October

Work/Unemployment November

Travel/Quebec December

Technology/Environment January

Immigrants in France February

Francophone Africa March

Health/Social welfare April

Project on Francophone regions May

Topics and Timeline IB 11:

General review August

Global Issues September-October

Communication and Media October -November

Social Relationships November -December

Science and Technology December -January

Health January –February

Cultural Diversity February –March

Customs and Traditions March-April

Homework Policy:

Students will have regular assignments during the week and be expected to review and study over the weekend. Verb and vocabulary is on-going study.

Homework, papers and projects will be due on the due date. No late work will be accepted.

Class Expectations:

Students should come to class regularly and on time.

Students are expected to participate actively in all class activities.

Students will follow all classroom, school rules and the IB Honor code.

Students will show respect to the teacher and to each other.

Evaluation and Grading Policies:

Students will be assessed through listening, speaking, reading and writing activities. Formative and summative assessments will include homework, dialogues, oral presentations, essays, quizzes, active daily participation in class, tests and practice exams.

Student grades for the class will be based on total points accumulated through daily assignments, class participation, homework, oral presentations, essays, quizzes, tests and projects. The percentages will break down as follows:

90- 100% = A

80- 89% = B

70-79% = C

60-69% = D

59% and Below = F

IB Assessment outline- SL

External assessment 70%

Paper 1 –Text-handling, based on the core. 25%

Paper 2- One writing exercise- based on the options. 25 %

Written assignment- Inter textual readings followed by a written exercise of 300-400 words plus a 150 word rationale, based on the core. 20%

Internal assessment:

Internally assessed by the teacher and externally moderated by the IBO. 30%

Individual oral (8-10 minutes)

Based on the options: 15 minutes’ preparation time and a 10- minute presentation and discussion with the teacher. 20%

Interactive oral activity

Based on the core: Three classroom activities assessed by the teacher. 10%

IB Grading scale:

7= Excellent 6=Very good 5=Good 4= Satisfactory 3=Mediocre 2=Poor 1= Very poor.

Lina Rocca

Email: lrocca@avhsd.org

Spanish IB Syllabus (Language B) I and 11 SL

Course Description and Aims:

The IB Diploma Language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. The course allows students to access the target language by studying it as a beginner or as someone with prior experience of the language. Language B is designed for students who possess a degree of knowledge and experience in the target language.

The main focus of the course is language acquisition and development of language skills. These language skills should be developed through in-depth study of a variety of written and spoken materials that focus on the cultures of the Spanish-speaking world.

Course Objectives:

1. To provide students with a solid grasp of fundamental grammatical concepts in Spanish.
2. To explore the culture of the regions where Spanish is spoken.
3. To develop the competencies to communicate accurately and effectively in spoken and written activities in a variety of contexts.
4. To develop the ability to respond appropriately to the language demands of authentic, native speaker encounters and social contacts.

Assessment Objectives:

The assessments of the Language B program aim to test students through their ability to understand and use Spanish to:

1. Communicate clearly, demonstrate linguistic competence and intercultural understanding.
2. Use language appropriate to a range of interpersonal and/cultural contexts.
3. Understand and use language to express and respond to a range of ideas with accuracy and fluency.
4. Organize ideas on a range of topics in a clear, coherent and convincing manner.
5. Understand, analyze and respond to a range of written and spoken tasks.

Syllabus Outline:

Students will build the necessary skills to reach the assessment objectives of the Language B course by studying the Core and Options Topics at SL through the development of their listening, speaking, reading, writing and cultural competency skills.

The Core Topics for SL are: Communication and Media, Global Issues and Social Relationships.

Teachers must choose two of the five Options: Cultural Diversity, Customs and Traditions, Health, Leisure and Science and Technology. The number of required hours for instruction for the SL level is 150 hours.

Teaching Resources:

Textbooks/Listening Resources/Websites/Teacher Reference Materials

Triángulo Gatski, Barbara and John McMullan

 Wayside Publishing 2000 3rd edition and 4th edition 2007

Álbum Valette, Rebecca M. and Joy Renjilian-Burgy

 DC Health and Company 1993 2nd edition

Galería Adey, Margaret and Louis Albini

 Glencoe/McGrawhill 1997

 A Guide to the Language Course

 Díaz, José M., Margarita Leicher-Prieto

 and Glenn J. Nadelbach Addison-Wesley Publishing

 Company 1996 2nd edition

Spanish Three Years

 Stephen L. Levy and Robert J. Nassi

 Amsco Publications 1988

Univisión [Http://www.univisión.com](http://www.univisión.com)

Dime Samaniego, Fabián A. Francisco X. Alcarón

 D.C. Heath and Company 1997

CNN en español [www.cnn.com/español](http://www.cnn.com/espa%C3%B1ol)

“La Opinión” (Local newspaper)

Internet Activities for Foreign Language Classrooms; [www.clta.net/lessons/](http://www.clta.net/lessons/)

 Spanish Language and Culture

 Lavoie, Dennis

McGrawhill 2013

<http://www.ican.museum/vlmp> (virtual museum tours)

<http://www.bbc.co.uk/Spanish> (world news, economy, science, the arts)

<http://abcnews.go.com/technology/podcasting>

<http://podcast.com> (Spanish-language podcasts on a variety of subjects)

Required materials for class:

* A notebook and loose-leaf paper
* Spanish dictionary
* Composition book

Topics and Timeline IB SL:

August/

September: . General Grammar Review

 . Education - Scholarship

 . The Arts

 . What is beauty?

 . Monuments and what they symbolize (cultural comparison)

October: . Health/Social Welfare/Diet and Exercise

 . Sports (soccer, bullfighting)

 . Leisure Time (cultural comparison)

 . Social Relationships/Youth (cultural comparison)

October/

November: . Travel

 . Customs and Culture (El Día de los Muertos)

 . Global Issues/The Environment

 . Volunteerism

 . Debates (variety of topics)

December: . Science and Technology

 . Customs and Culture (La Navidad en México)

 . Cultural Diversity (España)

 . Censureship

 . Preparation for first semester final exams

January: . Social Relationships

 . Family

February: . Drugs and Alcohol

 . IB SL Individual Oral (8 – 10 minutes)

 . IB SL Written Assignment

March/

April: . Immigrants

 . Stereotypes

 . Critiques

. Idiomatic Expressions Final

. Heroes

. Cultural/Social Identity

May: . IB Examinations

 . Speech #1

 . Speech #2

Homework Policy:

Students will have regular assignments during the week and be expected to review and study over the weekend. Verb and vocabulary is on-going study.

Homework, papers and projects will be due on the due date. No late work will be accepted.

Class Expectations:

Students should come to class regularly and on time.

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Individual oral (8-10 minutes).

Based on the options: 15 minutes’ preparation time and a 10-minute presentation and discussion with the teacher. 20%

Interactive oral activity.

Based on the core: Three classroom activities assessed by the teacher. 10%

**IB Grading Scale**:

7 = Excellent 6 = Very good 5 = Good 4 = Satisfactory 3 = Mediocre

2 = Poor 1 = Very poor.

**G. DeGroff**

**International Baccalaureate Higher Level**

**English A Literature**

**Works Studied and Assessments**

**WORKS\* ASSESSMENT**

**Part I: Works in Translation (Chosen from PLT) - Junior Year** 1200-1500-word Literary Essay

 *One Day in the Life of Ivan Denisovitch*, Solzhenitsyn 300-400-word reflection

 *Chronicle of a Death Foretold*, Garcia-Marquez Externally Assessed

 *The Stranger,* Camus (Paper 1)\*\*

**Part II: Detailed Study (Chosen from PLA)**

 Assorted Poems, Bishop Individual Oral Commentary/Discussion

 *Henry V*, Shakespeare 10 min. poetry/10 min prose

 *Heart of Darkness*, Conrad Internally Assessed/Externally Moderated

 (Paper 1)

**Part III: Literary Genre (Chosen from PLA)**

 *Hamlet*, Shakespeare Paper 2

 *Rosencrantz and Guildenstern*, Stoppard Two-hour exam

 *The Crucible, DOS,*  Miller Externally Assessed

 *Master Harold and the Boys*, Fugard (Paper 1)

**Part IV: Free Choice - Junior Year**

 *Brave New World*, Huxley Individual Oral Presentation/Discussion

 *1984*, Orwell (*Gastby; TFA*) Internally Assessed & Averaged with IOC

 V for Vendetta, Moore (Paper 1)

\*Work choices subject to change \*\*All Parts are in preparation for Paper 1

 Two-hour Analysis Paper of poetry and prose

 Externally Assessed

**Calendar**

Junior Year – Semester 1/2: Literary Essay and Reflection

Junior Year – Semester 2: Individual Oral Presentation/Discussion

Senior Year – December: Individual Oral Commentary/Discussion (after or before school)

Senior Year – May: Paper 1 (Testing)

Senior Year – May: Paper 2 (Testing)

**Important**

In-class grades will be assigned for the Individual Oral Commentary /Discussion – 100 Points

The Individual Oral Commentary is required of all students, regardless of their diploma status

Students who do not sit for Papers 1 and 2 will take an in-class exam for each. – 200 Points

G. DeGroff

**INTERNATIONAL BACCALAUREATE ENGLISH 12**

**SYLLABUS**

##  **Literature Continuing Threads**

 **Units Resources Writing Concepts/Standards Other Assessments**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Summer Reading | *Slaughterhouse Five* *In the Lake of the Woods* | Interpretive analysis of literature  | Close Reading/ Literary Analysis | Thematic PresentationsEssay/ Exam |

## **FALL SEMESTER**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Drama****Poetry****Prose** | Assorted Outside Essays, Articles, and ReadingsShakespeare: *King Henry V*Assorted Poems with specific focus on poems by Elizabeth Bishop *Heart of Darkness* Conrad | Focus: Interpretive writing with focus on dramatic conventions/ author purpose and techniquePreparation for Individual Oral CommentaryPreparation for Papers 1 and 2 | Close ReadingAnalysis of author’s tone, diction, syntax,thesis, purpose, imagery, sound devices, development/organization, perspective, tone, syntax, details, dominant impression, and subsequent effects  | Grammar* Mini lessons as required
* SAT prep

Independent Reading * Two novels per semester

AP/IB Practice Tests |
| **Winter Break Reading** | Independent Choice from approved list | Interpretive analysis of literature  | Close Reading/ Literary Analysis | Quizzes and comparative essays |
| **Drama****Poetry** | *The Crucible –* Miller*Hamlet -* Shakespeare*Master Harold and the Boys* – Fugard*Rosencrantz and Guildenstern Are Dead -* StoppardAssorted Poems for analysis\*Students are urged to purchase their own books | Focus: Interpretive analyses of  Poetry and Prose – preparation for AP/IB TestingPreparation for Papers 1 and 2 (written commentary)Preparation for IB Oral Commentary | Close ReadingAnalysis of author’s tone, diction, syntax,thesis, purpose, imagery, sound devices, development/organization, perspective, tone, syntax, details, dominant impression, and subsequent effects | GrammarIndependent Reading * Two novels per semester

AP/IB Practice Tests |

Music (SL and HL)

Through the music course students develop their knowledge and potential as musicians, both personally and collaboratively. Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment.

Both standard level (SL) and higher level (HL) music students are required to study musical perception.

SL students in music are then required to choose one of three options:

* creating (SLC)
* solo performing (SLS)
* group performing (SLG)

HL students are required to present both creating and solo performing.

In the teaching of the music course it should be possible to have groups of students that include both SL and HL students. Through a variety of teaching approaches, all students—whether SL or HL—will be encouraged to develop their creative and critical abilities and to enhance their appreciation and enjoyment of music.

**Music syllabus outline**

**Syllabus component:**

**Music perception**

Study, analysis and examination, comparing and contrasting of musical cultures.

(Compulsory for SL and HL students)

**Creating**

The development of creative skills through exploration, control and development of musical elements.

The following options are available:

* composing
* music technology composing
* arranging
* improvising
* stylistic techniques

(Compulsory for HL and SLC students only)

**Solo performing**

The development of performance skills through solo music making.

(Compulsory for HL and SLS students only)

**Group performing**

The development of performance skills through group music making.

(Compulsory for SLG students only)

**Key features of the curriculum and assessment models**

* Available at standard (SL) and higher levels (HL).
* The minimum prescribed number of hours is 150 for SL and 240 for HL.
* Students are assessed both externally and internally.
* External assessment consists of a) the Listening paper (musical perception questions), and b) the Musical links investigation (a written media script investigating the significant musical links between two or more pieces from distinct musical cultures).
* Internal assessment consists, at HL, of a) Creating, and b) Solo performing. At SL students choose one option from among the following: a) Creating, b) Solo performing, c) Group performing.

GRADING:

25% Tests

25% Compositions

25% Class Participation

25% Class Assignments