



## CHARYL STOCKWELL PREPARATORY ACADEMY

### Charyl Stockwell Preparatory Academy High School

#### 2023-24 Program of Study

#### CSPA GRADUATION REQUIREMENTS

The Michigan Merit Curriculum will be met and exceeded by completing the CSPA High School requirements. CSPA requires students to earn 30 academic credits and to complete at least 50 hours of community service.

Department	Credits	Clarification
English	4.0	Students take four courses of English, even if the student is advanced. Students in their Junior and Senior years will have the option to choose IB Language and Literature at either the Standard Level (SL) or Higher Level (HL). These courses include instruction and guidance for their Extended Essay.
Mathematics	4.0	Students must take four courses of math, Algebra I, Geometry, Algebra II and one other math course. One of those must be taken senior year, even if the student is advanced. Career Technical Education (CTE) programs which incorporate Algebra II benchmarks may fulfill Algebra II requirements. Students in their Junior and Senior years will have the option to choose IB Math Studies at the Standard Level (SL), IB Mathematics at the Standard Level (SL) or IB Mathematics at the Higher Level (HL).

Science	3.0	Biology and either Physics or Chemistry, or Agricultural Science for second science credit, and a third science credit which may be fulfilled with Computer Science or Career Technical Education (CTE). Students in their Junior and Senior years will have the option to choose from either IB Chemistry at either the Standard Level (SL) or Higher Level (HL), or IB Biology at the Standard Level (SL) or Higher Level (HL).
Social Studies	3.0	Students must take World History and Geography, and U.S. History and Geography. Students in their Junior and Senior years will complete IB History at either the Standard Level (SL) or Higher Level (HL), which includes Civics and Economics.
Spanish/World Language	2.0	Two years of the same foreign language are required. Colleges recommend at least two years. Courses taken from Middle School through High School fulfill this requirement. Students in their Junior and Senior years will complete IB Spanish or German at the Standard Level (SL) or Higher Level (HL) if pursuing an IB Diploma.
Visual/Performing Arts	1.0	A least one year of visual arts, choir, or band. Students in their Junior and Senior years will have the option to complete IB Music at the Standard Level (SL) or IB Theater at the Standard Level (SL).
Physical Education/Health	1.0	0.5 credit for each is required; extracurricular activities in organized athletics or training may be used to fulfill the 0.5 credit for Physical Education
Electives	Varies	Examples of electives: AP Courses, Forensics, Journalism, etc.

Online Learning		Throughout the High School required course of study, students must use technology as part of a course, as the primary means, or as an integrated learning experience.
Extended Essay	0.5	Each student will create and present an Extended Essay during their senior year. The content of the Extended Essay will vary and relate to coursework across multiple areas of content depending on the focus of the Extended Essay. Students will begin work on their Extended Essay during their Junior year and complete it in the winter of their Senior year

CSPA high school graduation requirements have been designed with the school’s mission of college preparation as a guide. Successful completion of these graduation requirements is necessary to earn a diploma from CSPA. Students with disabilities will be assisted in meeting these graduation requirements as appropriate and as specified in their Individualized Education Program (IEP). Students with disabilities who are unable to meet these graduation requirements or for whom these requirements are deemed inappropriate may request a personal curriculum.

**COURSE SEQUENCE**

Courses at CSPA have been designed in two multi-age year cycles. The first cycle is the freshman and sophomore cycle and reflects the foundational work students need to prepare for the more rigorous work of junior and senior years, and allows for the integrated curriculum that we practice at CSPA. By cycling freshman and sophomores and then juniors and seniors, both the content and the methodology are more appropriately aligned with students’ academic and developmental needs.

**CREDIT ACCRUAL AND SEMESTERS**

CSPA employs an alternating block schedule (Monday/Wednesday, Tuesday/Thursday, alternating Fridays) in a semester calendar. Students attend 4 classes per day. Block scheduling supports the type of teaching we employ at CSPA, teaching that encourages students to collaborate, discuss, plan and reflect upon their learning. Each semester block earns a student a 0.5 credit toward their graduation requirements. Therefore, each semester a student can earn 4 credits. Throughout their high school experience, students can earn 32 credits from their

classes. Some students will graduate with more than 32 credits. However, the CSPA graduation requirement is 30 credits which must include all Michigan Merit Requirements and completion of the Extended Essay.

## COLLEGE ADMISSION RECOMMENDATIONS

CSPA recommends that applicants to competitive colleges successfully complete the following high school program, including as many Advanced Placement (“AP”) or International Baccalaureate (IB) offerings in each subject as possible:

- \* 4 years of English
- \* 4 years of Mathematics
- \* 4 years of Science
- \* 4 years of Social Studies
- \* 4 years of a World Language

## COLLEGE READINESS EXAMS

CSPA requires all students beginning in their third year of middle school through their sophomore year of high school to take the PSAT 8-9 or PSAT 10 test and all juniors to take the PSAT in October. All juniors will automatically take the SAT in March as part of the Michigan Merit Examination. They may opt to take the ACT at their own expense. Students may repeat these tests by registering in advance online and by testing through one of several local high school test centers.

## ADVANCED PLACEMENT and INTERNATIONAL BACCALAUREATE COURSES

Courses in the Advanced Placement Program and IB Diploma Programme are college-level studies. As such, the home-work requirements for these courses exceed those of non-AP or non-IB courses. To ensure success in college-level studies, students may have prerequisite course requirements before being allowed to enroll in these studies. Students who register for these classes are encouraged to take the AP or IB examinations in May. The scores are used as a measurement for placement in college courses with the possibility of receiving college credit. There is an examination fee.

Juniors and seniors may work toward an IB Diploma in addition to the Michigan Merit Diploma. In order to achieve an IB Diploma, students must complete:

- 6 IB courses
  - 3 at the Standard Level (SL)
  - 3 at the Higher Level (HL)
- Extended Essay (EE)
- Theory of Knowledge (TOK) class
- Creativity, Activity and Service (CAS) requirements

Students will also need to successfully complete exams for each IB course they completed in their junior and senior years. The International Baccalaureate Organization awards IB Diplomas to students who earn a total of 24 points or better. There are other requirements that accompany the minimum score. Please contact the IB Diploma Coordinator for more information.

## HONORS PROGRAM

At the end of the first semester, students are invited to participate in the Honors Program, based on high achievement in their courses and teacher recommendation. Students must possess a minimum 3.5 GPA to be considered for acceptance into the Honors Program. Attendance may also play a role in the decision to accept a student to Honors. Teacher recommendations are based on the characteristics of a successful CSPA Honors student:

- Writing skills that exhibit organization, clarity, and a broad vocabulary free of mechanical errors.
- Motivation to read challenging material and complete assignments on time.
- Demonstration of organization skills and the ability to plan.
- Self-directed time management skills.

The Honors Program is an opportunity for students to extend their learning in two subject areas in which they excel by completing alternative assessments of their own design. These assessments consist of three parts: research paper, presentation, and question and answer session by their peers and adults.

The Honors Program is self-directed and requires a self-disciplined learner. Students propose, organize, and implement a project with the help of the content area teachers and the Honors advisor. To complete a successful Honors Project, the student must place themselves in the role of teacher. Just as the teacher studies a subject area so they can inspire and teach others, the honors student researches and informs an audience about a passion of their own.

Those who successfully complete an Honors Project will have that course designated “Honors” on their transcript. That designation indicates to colleges and universities that the student took

advantage of opportunities to challenge themselves. The Honors designation will also earn students an additional 0.5 quality points toward their GPA in each of the two subject areas.

## **EXTENDED ESSAY**

The Extended Essay is a research paper project in which students analyze, at an in-depth and detailed level, a research question of their choice. Students take on a critical approach to a subject and topic, with the intent of understanding it fully and from multiple perspectives. They work closely with a staff coordinator, to aid them with their researching, organizing, and writing skills, and a teacher supervisor, who helps them grow in their content-area knowledge and analysis. Students conduct research, with a focus on applying analytical skills to primary sources. Students engage in taking research notes, compiling an annotated bibliography, composing an outline, and crafting an essay. They engage critically with the editing and revising process in order to produce a polished piece of academic writing. Finally, students present their work to an audience in the Senior Exhibition. The goal of the Extended Essay is for students to understand the process of putting together a research paper and demonstrate the learning they have achieved as a capstone to their high school experience.

## **DUAL ENROLLMENT & CTE OPPORTUNITIES**

Students who have met the requirements of the Michigan Merit Curriculum and the Academy's graduation requirements and/or who have exhausted all the academic elective options at the school may choose to dual enroll at a community college, college or university.

Students will need to meet admissions requirements established by the receiving institution and the State of Michigan, including cut scores in each area of the PLAN, ACT, PSAT, SAT or MME tests.

Students are responsible for transportation and scheduling, books and fees. Students interested in dual enrollment should seek the advice of the credit granting institution. The student is required to designate whether the course is for high school or postsecondary credit or both at the time of the enrollment and the student is required to notify the Academy of their decision. Students taking more than one postsecondary course may make different credit designations for different courses. Students interested in dual enrollment must notify the Academy when scheduling classes for the following school year.

The Academy will document credit for courses under dual enrollment on the student transcript in most cases, but will not apply the grade to the student's GPA calculation. The credit will be identified as a transfer credit on the student's transcript if applicable.

If the student does not complete the eligible course or (including dual enrollment and CTE classes), if the student enrolls in the eligible course for postsecondary credit only and the student does not successfully complete the eligible course (including dual enrollment and CTE classes), and if the Academy has paid money for the course on behalf of the student, the eligible student shall repay to the Academy any funds that were expended by the Academy for the course that are not refunded by the postsecondary institution to the school. If the eligible student does not refund the money, the school may impose sanctions against the eligible student such as those outlined in the “Fines, Fees, and Other Charges” section of this handbook.

OR

Students may choose to retake a course after failing to receive a satisfactory grade and are responsible for the total cost of the course.

*These are the significant and essential dual enrollment eligibility requirements. If you should have questions or interest in further information, please contact the CSPA Principal, Dean of Academic Affairs and Operations or the Dean of Students.*

### **CTE (Career Technical Education)**

The student must inform the Dean of Students or Dean of Academic Affairs and Operations of their interest by March 1st of the current school year. After informing school administration, the student will be placed on a list for consideration in their program of interest.

A sampling of the LESA offering include:

Fire Academy

EMT

Aviation

Auto Tech

\*Please note that if a student drops a CTE course or does not pass a CTE course, the family is responsible for the total cost of the course.

## **TEST OUT POLICY**

CSPA will grant high school credit to any pupil who can demonstrate mastery in the subject area content expectations or guidelines for that course. Teachers will establish the assessment process that will measure a student’s understanding of the subject area content expectations for the course. Teachers will provide all students who wish to test out of a course the learning objectives for that course, a summary of the course syllabus, and a sample written examination or a description of the final assessment required to establish mastery. The teacher will ensure

that the assessment used to determine mastery is comparable to those required of students taking the actual course for credit. Students must test out of a class prior to the start of a new semester.

Credit earned under this policy will be a “pass” grade and will not be included in the computation of grade point average. Students who test out have more opportunity to take higher level courses as juniors and seniors.

## CREDIT RECOVERY

Opportunities for credit recovery will be provided on an as-needed basis; sometimes a student may recover credit during the school year and at times they may need to take credit recovery during the summer. *Credit recovery in high school entails retaking a class or completing the test out process.*

## COURSE OFFERINGS 2023-2024

### ENGLISH DEPARTMENT

High school English classes at CSPA are designed in collaboration with the other academic departments to integrate literature and informational texts with learning in other areas. The curriculum reflects attention to the Michigan High School Content Expectations and the SAT College Readiness standards. English classes prepare students for college by studying a broad range of literature and analyzing how literature has shaped and been shaped by history, our culture and its readers. Writing in all courses reflects the State of Michigan benchmarks. The reading focuses heavily on selections of classic and contemporary literature.

#### **U.S. LITERATURE AND COMPOSITION (1 credit)**

First and second year English students focus on ideas central to classic and modern American literature. U.S. Literature/History courses integrate the study of American literature with an overview of U.S. History. These courses may also include other aspects of American culture, such as art or music. English/Composition courses are designed for freshmen and/or sophomores and build upon previous writing skills. These courses seek to develop the writing processes and practices necessary for producing successful high school compositions. Students typically learn to write persuasive, critical, and creative multi-paragraph essays and compositions. While emphasizing composition, these courses may also incorporate some literature study to expose students to exemplary illustrations of various forms of writing.



### **JUNIOR ENGLISH (1 credit)**

Junior English/Language Arts is a course designed for juniors and continues to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

### **SENIOR ENGLISH (1 credit)**

Senior English/Language Arts is a course designed for seniors and blends composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.

### **RESEARCH WRITING (.5 credit)**

This course prepares students to write research papers. These classes emphasize researching (primary and secondary sources), organizing (material, thoughts, and arguments), and writing in a persuasive or technical style. *This course is specifically designed for seniors who seek time during the school day to work on their Extended Essay.*

### **IB LANGUAGE AND LITERATURE (1 credit)**

IB Language A (English) courses prepare students to take the International Baccalaureate Language A exams at either the Standard or Higher level. Course content includes in-depth study of literature chosen from the appropriate IB list of texts and authors and written analyses of this literature in addition to other oral and written assignments. All course content is designed to improve students' accuracy and fluency in the English language. This is a two-year course for juniors and seniors which concludes with a college level series of papers/examinations, prepared by the independent agency *The International Baccalaureate Organization* which, if passed, may result in college credit.

### **ADVANCED PLACEMENT LITERATURE AND COMPOSITION (1 credit)**

Advanced Placement (AP) Literature and Composition is the study of literature as both a reflection of its time and culture and as an influence upon it. Students study the tools of literature and the fiction writer and how those create meaning. Although students will read a variety of literature from the British and American canon, including novels, plays, poetry and

short stories, their work will primarily be literary analysis and becoming adept at using the language of literature. The class concludes with a college level examination, prepared by the independent testing agency *The College Board* which, if passed, may result in college credit.

### **CREATIVE WRITING (0.5 credit)**

Creative Writing courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting).

### **LITERATURE OF A GENRE - POETRY (0.5 credit)**

This course has the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on poetry. Students determine the underlying assumptions and values within the selected works and also examine the structure, techniques, and intentions of the genre being studied. Oral discussion is an integral part of these genre-oriented courses, and written compositions are often required.

### **LITERATURE OF A GENRE - NOVEL STUDY (0.5 credit)**

Literature courses offer the opportunity for students to study and reflect upon the themes presented in the body of literature being presented. Students improve their critical-thinking skills as they determine the underlying assumptions and values within the reading selection and as they understand how the work reflects society's problems and culture. Oral discussion is an integral part of literature courses, and written compositions are often required. Literature courses may survey representative works, reflect a particular genre or a specific theme, or survey works of a particular time or people.

### **LITERATURE OF A GENRE - SHORT STORIES (0.5 credit)**

This course has the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on short stories. Students determine the underlying assumptions and values within the selected works and also examine the structure, techniques, and intentions of the genre being studied. Oral discussion is an integral part of these genre-oriented courses, and written compositions are often required.

## TECHNICAL WRITING

This course is a project-based course, requiring a different set of criteria from that used in English composition courses, both in teaching and in the evaluation of the student's work. This course emphasizes writing that is focused on professional and technical topics, that are clear and concise, including but not limited to resume writing, interview skills, formal proposals, newsletters, and brochures. Students will refine their research skills, and develop team-building and presentation skills. This class will introduce important business terms, communication strategies, and project management practices. Each week, students will work to solve problems using the tools explored in class and work as members of teams to help each other succeed throughout the course.

## SOCIAL STUDIES

The Michigan Merit Examination, in March of junior year, covers topics in the late-nineteenth and twentieth centuries, geographic and environmental implications of global issues and events, American government and world affairs, and the United States and international economic systems. Students who follow the CSPA curriculum will be in a favorable position to perform well on the state proficiency test. The Social Studies curriculum is heavily influenced by what students are learning in their other classes and is intricately woven together with English Language Arts in particular.

### **U.S. HISTORY AND GEOGRAPHY (1 credit) - Graduation Requirement**

U.S. History and Geography is a study of America in thematic units that are designed around eras in history analyzing growth and change in American culture, power and influence on the world stage. Through readings, lectures, notes, videos, speakers, testing, discussions and projects, students are invited to gain a deeper knowledge of their world and their place in it.

### **CIVICS (0.5 credit) - Graduation Requirement**

Civics is designed around building knowledge that is embodied in the form of five significant and enduring questions. These are questions that have continued to engage not only political philosophers and politicians; they are questions that engage every thoughtful citizen. The five questions are:

- What are civic life, politics and government?
- What are the origins and foundations of the American political system?

- How does the government established by the Constitution function to embody the purposes, values and principles of American constitutional democracy?
- What is the USA's relationship to other nations and its role in world affairs?
- What are the roles of citizens in American society?

### **ECONOMICS (0.5 credit) - Graduation Requirement**

The Economics content is centered on the understanding and the analysis of a wide variety of applications, including those involving individual and household choices, personal finance issues, business and entrepreneurial decisions, and public policy. Students analyze and study economic concepts and principles in three contextual areas: individual and household context, a business context, and a government or public context and focused around four content areas: The Market Economy; The National Economy; the International Economy; and Personal Finance.

### **IB HISTORY (1 credit)**

IB History courses prepare students to take the International Baccalaureate History exams at either the Standard or Higher level. In these courses, students study political, military, economic, social, and cultural trends and explore the nature of historical documentation and the methods used by historians. IB History courses survey 20th-century topics in an international context; provide a detailed regional study of a major area (Africa, Europe, the Americas, West and South Asia, East and Southeast Asia, or Australia); and enable students to undertake individual study on a subject of interest in greater detail and depth. This is a two-year course for juniors and seniors which concludes with a college level series of papers/examinations, prepared by the independent agency *The International Baccalaureate Organization* which, if passed, may result in college credit.

*\*US History and World History are both prerequisites for this course.*

### **ADVANCED PLACEMENT HUMAN GEOGRAPHY (1 credit)**

Following the College Board's suggested curriculum designed to parallel college-level Human Geography courses, AP Human Geography introduces students to the systematic study of patterns and processes that have shaped the ways in which humans understand, use, and alter the earth's surface. Students use spatial concepts and landscape analysis to examine human social organization and its environmental consequences and also learn about the methods and tools geographers use in their science and practice.

**ADVANCED PLACEMENT U.S. HISTORY (1 credit)** This course meets the graduation requirement for US History

This course is a college-level survey course in American history with a required summer reading and writing assignment that must be picked up from the teacher before summer break starts. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Students not only examine the facts of American history, but also analyze and synthesize historical information and study historiography as well. Students learn that history is not a static set of events set in stone, but an ongoing human endeavor seeking to answer who we are, where we have been, and where we are going as a nation. The class concludes with a college level examination, prepared by the independent testing agency *The College Board* which, if passed, may result in college credit.

**ADVANCED PLACEMENT US GOVERNMENT & POLITICS (1 credit)**

Study the key concepts and institutions of the political system and culture of the United States. Students will read, analyze, and discuss the U.S. Constitution and other documents as well as complete a research or applied civics project. The class concludes with a college level examination, prepared by the independent testing agency *The College Board* which, if passed, may result in college credit.

- Unit 1: Foundations of American Democracy
- Unit 2: Interactions Among Branches of Government
- Unit 3: Civil Liberties and Civil Rights
- Unit 4: American Political Ideologies and Beliefs
- Unit 5: Political Participation

**ADVANCED PLACEMENT MICROECONOMICS (1 credit)**

Following the College Board's suggested curriculum designed to parallel college-level microeconomics, AP Microeconomics courses provide students with a thorough understanding of the principles of economics that apply to the functions of individual decision makers (both consumers and producers). They place primary emphasis on the nature and functions of product markets, while also including a study of factor markets and the role of government in the economy.

**ADVANCED PLACEMENT PSYCHOLOGY (1 credit)**

Following the College Board's suggested curriculum designed to parallel a college-level psychology course, AP Psychology courses introduce students to the systematic and scientific

study of the behavior and mental processes of human beings and other animals, expose students to each major subfield within psychology, and enable students to examine the methods that psychologists use in their science and practice.

### **CURRENT EVENTS (0.5 credit)**

In this course students use current events, this elective course focuses on world and local issues that affect students' everyday lives, such as economics, government and conflict. This course uses newspapers, online media, cartoons, and newscasts to support class discussion.

### **ANCIENT CIVILIZATIONS (0.5 credit)**

Ancient Civilizations courses provide a survey of the evolution of society from the ancient Middle East through Greek and Roman civilizations. Typically, in these courses, students study the rise and fall of civilizations and empires, with an emphasis on the legacies they provide to successive societies.

### **EARLY US HISTORY (0.5 credit)**

Early U.S. History courses examine the history of the United States from the colonial period to the Civil War or Reconstruction era (some courses end after this period). Some courses include American history before European settlement, while others may begin at the formation of the new nation. These courses typically include a historical overview of political, military, scientific, and social developments.

### **GLOBAL ISSUES/MILITARY HISTORY (0.5 credit)**

Global Issues is a one-semester course that explores the evolution of armed conflict from ancient times to the present. This class focuses on the battles, technologies, tactics, and personalities that shaped history. Each unit explores how classical, post-classical, and pre-modern civilizations dealt with conflict as well as how these lessons and concepts are applied today.

### **HISTORY'S MYSTERIES (0.5 credit)**

This course will examine World History through the lens of mysteries. Students will explore what we definitively don't know about historical events and the characters involved. This course provides students with an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments.

### **INTERNATIONAL RELATIONS (0.5 credit)**

Students taking International Relations will be provided with a framework for studying the complexities of current and historical international issues and examining United States foreign policy. In this college prep-level course, students will examine the history of international relations as well as the theories that help understand how nations view one another politically, economically, and socially. Students will be expected to read and explore a variety of historical texts as well as participate in simulations related to international relations.

### **MEDIEVAL EUROPEAN HISTORY (0.5 credit)**

Medieval European History will focus on the development of Europe from the "fall" of the Roman Empire through the Renaissance. Covering topics such as Crusades, the causes and effects of the Black Plague, The Battle of Hastings, and the rise of European Monarchs. This course will explore the social, economic, and political events of Medieval Europe that inspired cultural exploration of the Renaissance.

### **PSYCHOLOGY (0.5 credit)**

Psychology courses introduce students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.

## **SCIENCE**

### **EARTH SCIENCE (1 credit)**

Earth Science courses offer insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, these courses usually explore oceanography, geology, astronomy, meteorology, and geography.

*\*Earth Science is the recommended science courses for Freshmen in PreAlgebra and Integrated I for the 2021-22 school year.*

### **BIOLOGY (1 credit) - Graduation Requirement**

Biology is the study of life. This is a broad field with many different aspects and concepts to learn. In this class, many labs and several group and individual research projects are done

throughout the year. Online activities complement topics covered in class. The concepts that will be studied include: cells, biological chemistry, cell respiration, photosynthesis, genetics, evolution, plants, and animals. This course is a required prerequisite for IB Biology.

*\*It is recommended that students have completed Integrated Math 1 prior to taking Biology.*

### **CHEMISTRY (1 credit)**

This course provides a year-long introduction to Chemistry. First semester topics include energy and matter, atomic structure and configurations, the periodic table, chemical formulas and bonding, chemical reactions and equations, and moles. Second semester topics include heat and stoichiometry, states of matter, solutions and chemical equilibrium, and acids and bases. Labs done throughout the year provide an opportunity to apply knowledge learned during discussion and group work exercises. This Chemistry course is required for students planning on taking IB Chemistry courses.

*\*It is recommended that students have completed Integrated Math 1 prior to taking Chemistry*

### **PHYSICS (1 credit)**

Physics is a basic science. It is a human construct to attempt to explain observations on both the macro and micro levels. Knowledge of physical principles allows understanding in other sciences and everyday experiences. The universe is in a state of constant change. From small particles (electrons) to the large systems (galaxies), all things are in motion. Therefore, understanding the universe requires the ability to describe and represent various types of motion. Finally, Physics also studies energy, of which the production and use drive all explanations of how the universe works and accounts for change in matter. Students will have multiple hands-on opportunities to experiment and represent their learning.

*\*It is recommended that students have completed Integrated Math 2 prior to taking Physics*

### **ADVANCED PLACEMENT PHYSICS B (1 credit)**

This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry, but rarely calculus. In most colleges, this is a one-year terminal course including a laboratory component and is not the usual preparation for more advanced physics and engineering courses. However, the B course provides a foundation in physics for students in the life sciences, pre-medicine, and some applied sciences, as well as other fields not directly related to science. The class concludes with a college level examination, prepared by the independent testing agency *The College Board* which, if passed, may result in college credit.



*\*The High School Physics course is a prerequisite for this course.*

### **IB BIOLOGY (1 credit)**

IB Biology courses prepare students to take the International Baccalaureate Biology exams at either the Standard or Higher level. In keeping with the general aim of IB Experimental Sciences courses, IB Biology promotes understanding of the facts, principles, and concepts underlying the biological field; critical analysis, evaluation, and generation of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of biology and scientific advances in biology upon both society and issues of ethical, philosophical, and political importance. Course content varies, but includes study of living organisms from the cellular level through functioning entities within the biosphere. Laboratory experimentation is an essential component of these courses. This is a two-year course for juniors and seniors which concludes with a college level series of papers/examinations, prepared by the independent agency *The International Baccalaureate Organization* which, if passed, may result in college credit.

*\*The High School Biology course is a prerequisite for this course and high school Chemistry is recommended.*

### **IB CHEMISTRY (1 credit)**

IB Chemistry courses prepare students to take the International Baccalaureate Chemistry exams at either the Standard or Higher level. In keeping with the general aim of IB Experimental Sciences courses, IB Chemistry promotes understanding of the facts, patterns, and principles underlying the field of chemistry; critical analysis, evaluation, prediction, and generation of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of chemistry and scientific advances in chemistry upon both society and issues of ethical, philosophical, and political importance. Course content varies, but includes the study of the materials of the environment, their properties, and their interaction. Laboratory experimentation is an essential part of these courses. This is a two-year course for juniors and seniors which concludes with a college level series of papers/examinations, prepared by the independent agency *The International Baccalaureate Organization* which, if passed, may result in college credit.

*\*The High School Chemistry course is a prerequisite for this course*

### **ANATOMY AND PHYSIOLOGY (1.0 credit)**

Anatomy and Physiology provides a basic understanding of the organization of the human body and how the body works. Organs of the body will be studied to understand their structure, location in the body, their function and how they interact with other parts of the body. Students will acquire the knowledge necessary to understand what the body is doing and how they can help the body cope with many different situations (exercise, relaxation, disease, injury, etc.).

*\*Biology is a prerequisite for this course.*

### **ASTRONOMY (0.5 credit)**

Astronomy courses offer students the opportunity to study the solar system, stars, galaxies, and interstellar bodies. These courses usually introduce and use astronomical instruments and typically explore theories regarding the origin and evolution of the universe, space, and time.

### **EARTH/SPACE SCIENCE (0.5 credit)**

Earth and Space Science courses introduce students to the study of the earth from a local and global perspective. In these courses, students typically learn about time zones, latitude and longitude, atmosphere, weather, climate, matter, and energy transfer. Advanced topics often include the study of the use of remote sensing, computer visualization, and computer modeling to enable earth scientists to understand earth as a complex and changing planet.

### **FORENSICS (0.5 credit)**

Forensics is designed around authentic performance assessments with students working in teams to solve crimes using scientific knowledge and reasoning. It involves all areas of science including biology, anatomy, chemistry, physics, and earth science with an emphasis in complex reasoning and critical thinking. In addition, students must incorporate the use of technology, communication skills, language arts, art, family and consumer science, mathematics and social studies.

### **FORENSICS II (0.5 credit)**

Forensic science 2 allows students to continue their learning of forensic science. We will cover topics such as DNA profiling, forensic botany and anthropology, firearms and ballistics, along with other topics that may not have been covered in forensic science 1. Students will be able to expand their understanding of the complexity of Forensic science. Students will need to complete Forensic Science 1 as a prerequisite.

*Forensics is a prerequisite for this course*

### **MARINE SCIENCE (0.5 credit)**

Marine Science focuses on the content, features, and possibilities of the earth's oceans. They explore marine organisms, conditions, and ecology and sometimes cover marine mining, farming, and exploration.

### **ZOOLOGY (0.5 credit)**

Zoology courses provide students with an understanding of animals, the niche they occupy in their environment or habitat, their life cycles, and their evolutionary relationships to other organisms. These courses should also help students develop an awareness and understanding of biotic communities.

## **MATHEMATICS**

The mathematics department provides a curriculum, teaching, and learning environment consistent with an integrated math program adhering to both the Grade Level Content Expectations and the High School Content Expectations as outlined by the State of Michigan. Students in high school will be required to earn four math credits and must take a math class or its equivalent as a senior. If students complete all of the courses offered at CSPA prior to completing high school, the student may have the option to enroll in further math classes at a local college or university through a dual enrollment program.

Students are taught not only how to solve problems, but how to approach the analysis of a math problem using higher level thinking skills. The focus of the program of study is not only on accurate computation, but also on exploration of subjects and different methods of solutions. Our classrooms utilize a cooperative learning approach.

### **PRE-ALGEBRA (1 credit)**

Pre-Algebra courses increase students' foundational math skills and prepare them for Algebra I by covering a variety of topics, such as properties of rational numbers (i.e., number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities.

### **INTEGRATED MATHEMATICS 1 (1 credit)**

The fundamental purpose of Integrated Mathematics 1 is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **INTEGRATED MATHEMATICS 2 (1 credit)**

The focus of Integrated Mathematics 2 is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics 1 as organized into six critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles; with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **INTEGRATED MATHEMATICS 3 (1 credit)**

It is in Integrated Mathematics 3 that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content

standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **IB MATH AA (1 credit)**

IB Mathematics courses prepare students to take the International Baccalaureate Mathematics exams at the Standard or Higher level. Topics include operations and properties of number sets; trigonometric functions, equations, and graphs; algebra and coordinate geometry; simultaneous linear equations; polynomial and quadratic functions and equations; calculus, including bilinear, exponential and logarithmic functions; two dimensional vectors and matrices; and probability. This is a two-year course for juniors and seniors which concludes with a college level series of papers/examinations, prepared by the independent agency *The International Baccalaureate Organization* which, if passed, may result in college credit.

*\*Prerequisite Integrated Math 3*

### **STATISTICS AND PROBABILITY (1 credit)**

Statistics and Probability is designed using both the Michigan High School Content Expectations as well as the Common Core State Standards to integrate core understandings that are highly applicable to the workplace and college, and future life with regard to critical thinking and responsible decision making.

*\*Prerequisite Integrated Math 3*

### **ADVANCED PLACEMENT STATISTICS (1 credit)**

Following the suggested curriculum by *The College Board* designed to parallel college-level statistics courses, the Advanced Placement Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The class concludes with a college level examination, prepared by the independent testing agency *The College Board* which, if passed, may result in college credit.

*\*Prerequisite Integrated Math 3*

### **PRE-CALCULUS (1 credit)**

Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric,

and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.

*\*Prerequisite Integrated Math 3*

### **ADVANCED PLACEMENT CALCULUS AB (1 credit)**

Advanced Placement Calculus represents college-level mathematics for which most colleges grant advanced placement and/or credit. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation, as measured by the results of an AP Exam or other criteria. Appropriate credit and placement are granted by each institution in accordance with local policies. CSPA will devote the bulk of its instruction to differential and integral calculus to adequately prepare students for this exam. The class concludes with a college level examination, prepared by the independent testing agency *The College Board* which, if passed, may result in college credit.

*\*Prerequisite Pre-Calculus*

### **ADVANCED PLACEMENT CALCULUS BC (1 credit)**

Advanced Placement Calculus BC can be offered by schools that are able to complete all the prerequisites before the course. Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics covered in AP Calculus AB plus additional topics. Both courses represent college-level mathematics for which most colleges grant advanced placement and credit. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB. The class concludes with a college level examination, prepared by the independent testing agency *The College Board* which, if passed, may result in college credit.

*Before studying calculus, all students should complete four years of secondary mathematics designed for college-bound students, courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined. In particular, before studying calculus, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions of the numbers  $0$ ,  $\pi/6$ ,  $\pi/4$ ,  $\pi/3$ ,  $\pi/2$ , and their multiples.*

### **Consumer Math (0.5 credit)**

Consumer Math courses reinforce general math topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and apply these skills to consumer problems and situations. Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment.

*\*This course is a math elective that must be above and beyond the 4 credits of core math classes required for graduation (PreAlgebra, Integrated Math 1-3, PreCalculus).*

## **VISUAL AND PERFORMING ARTS**

### **MUSIC**

The CSA and CSPA music departments are dedicated to developing a life-long love of music in their students. Students are challenged daily to develop skills and techniques that allow them to be successful performers, musicians, and educated musical evaluators. All performing ensembles work very hard to learn both as individual musicians and as members of an ensemble. Students not only learn collaborative skills but also leadership and social skills essential to success in today's society. Students can look forward to many performance opportunities including public performances within the community.

The CSPA music program stresses a college preparatory atmosphere by teaching students basic music theory and history and aural skills.

### **ADVANCED PLACEMENT MUSIC THEORY (1.0)**

Learn to recognize, understand, and describe the basic materials and processes of music. Students will develop skills by listening to, reading, writing, and performing a wide variety of music. They will learn to identify features of pitch, interval, scales and keys, chords, meter, rhythm, and other musical concepts in performed and notated music. Additionally, students will sing a notated melody on sight, notate music they hear, and complete music based on cues, following common-practice style.

### **BAND (0.5 credit)**

Creating first musical tones, understanding simple rhythmic patterns, identifying notated pitches and developing basic musical literacy are the primary goals of orchestra. Along with

rehearsing and performing, students explore the importance of music in their own and other cultures by listening to and discussing musical examples. Music of many different styles will be performed to allow students to learn about the standard orchestral literature. They will learn about music through rigorous rehearsal as well as by studying the terms and ideas found within the chosen pieces.

### **CHOIR (0.5 credit)**

Choir is a performance ensemble for students where they begin the sequential process of understanding basic vocal technique while developing a sense of pitch awareness. Along with rehearsing and performing, students explore the importance of music in their own and other cultures by listening to and discussing musical examples.

### **MUSIC THEORY (0.5 credit)**

Music Theory courses provide students with an understanding of the fundamentals of music and include one or more of the following topics: composition, arrangement, analysis, aural development, and sight reading

\*Prerequisite Band or Choir

### **IB MUSIC (1 credit)**

IB Music courses prepare students to take the International Baccalaureate Music exam at either the Standard or Higher level. IB Music courses develop students' knowledge and understanding of music through training in musical skills (listening, performing, and composing); exposure to music theory; and formulation of an historic and global awareness of musical forms and styles. Historical, theoretical, and practical studies are suggested by the IB Curriculum Board. This is a two-year course for juniors and seniors which concludes with a college level series of submissions, prepared by the independent agency *The International Baccalaureate Organization* which, if passed, may result in college credit.

*\*Must be a junior or senior to take this course. It is strongly recommended that students have prior music knowledge (band or choir).*

### **EXPLORATION IN DRAMA (0.5 credit)**

Exploration in Drama courses are designed to enhance students' understanding of life through the study and performance of dramatic works. They emphasize developing students' ability to express themselves and establish personal criteria for the critical evaluation of drama activities.



## **DRAMA—ACTING/PERFORMANCE (0.5 credit)**

Acting/Performance courses are intended to promote students' experience and skill development in one or more aspects of theatrical production, but they concentrate on acting and performance skills. Initial courses are usually introductory in nature, while the more advanced courses focus on improving technique, expanding students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions.

## **IB THEATRE (1 credit)**

The IB Diploma Program theatre course is a multifaceted theatre-making course of study. It gives you the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. This is a two-year course for juniors and seniors which concludes with a college level series of submissions, prepared by the independent agency *The International Baccalaureate Organization* which, if passed, may result in college credit.

## **ART (0.5 credit)**

This course will provide an academic study of Art through an introduction to art history and historical artists, contemporary art and artists, and basic art techniques. Students will explore a variety of art techniques in drawing, painting, mixed media, composition design, and sculpture to broaden their understanding of two-dimensional as well as three-dimensional art.

## **PAINTING (0.5 credit)**

Creative Art—Painting courses cover the same topics as Creative Art—Drawing/Painting, but focus on painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium.

*\*Prerequisite one semester of Art*

## **TEXTILE ARTS (0.5 credit)**

Textiles courses teach the same lessons as Creative Art—Comprehensive courses, but do so with a focus on textiles. These courses may survey a wide range of crafts and art forms using textiles, or they may focus on only one type of art form; possibilities include weaving, macramé, quilting, batik, stitchery, and so on.

*\*Prerequisite one semester of Art*

### **IB VISUAL ARTS (1 credit)**

IB Art/Design courses prepare students to take the International Baccalaureate Art/Design exams at either the Subsidiary or Higher level. IB Art/Design courses help develop students' aesthetic and creative faculties, offer training in awareness and criticism of art, and enable students to create quality works of art of their own. Students perform both studio and research work; the research component is designed to investigate particular topics or concepts of interest in further detail. This is a two-year course for juniors and seniors which concludes with a college level series of submissions, prepared by the independent agency *The International Baccalaureate Organization* which, if passed, may result in college credit.

## **PHYSICAL EDUCATION AND HEALTH**

### **PHYSICAL EDUCATION (0.5 credit) graduation requirement**

The primary focus of the required physical education course is directed toward achievement of and maintenance of health-related fitness along with student selection of activities for regular participation for adulthood. High school students will select a few activities for regular participation within which more advanced skills are mastered. In preparation for adulthood, students acquire the skills to participate in a wide variety of leisure and work-related physical activities. Students will also learn about personal safety, substance abuse, social and emotional health, wellness and nutrition.

### **HEALTH (0.5 credit) graduation requirement**

Health combines the topics of Health Education courses (nutrition, stress management, substance abuse prevention, disease prevention, first aid, and so on) with an emphasis on making good choices that result in lifelong wellness, happiness and success.

### **FITNESS/CONDITIONING (0.5)**

Fitness/Conditioning Activities courses emphasize conditioning activities that help develop muscular strength, flexibility, and cardiovascular fitness.

## WORLD LANGUAGE

### **GERMAN I (1 credit)**

Designed to introduce students to German language and culture, German I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. German culture is introduced through the art, literature, customs, and history of the German-speaking people.

### **GERMAN II (1 credit)**

German II courses build upon skills developed in German I, extending students' ability to understand and express themselves in German and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of German-speaking people to deepen their understanding of the culture(s).

### **IB GERMAN (1 credit)**

IB German courses prepare students to take the International Baccalaureate Language B exams at either the Standard or Higher level. These courses focus on improving students' accuracy and fluency in oral and written communication (usually in the students' "second" language). Students preparing to take the Standard level exam will be able to understand native speakers; students preparing for the Higher level exam will be able to communicate fluently at native speed. This is a two-year course for juniors and seniors which concludes with a college level series of papers/examinations, prepared by the independent agency *The International Baccalaureate Organization* which, if passed, may result in college credit.

*\*Prerequisite German 1 and 2*

### **SPANISH I (1 credit)**

Students will learn basic vocabulary and conversation, introductory grammar skills, present indicative conjugation and geography of the Spanish-speaking world. Lessons will include speaking, writing, listening and some singing in the target language. Students will be expected to write short passages and read simple stories with comprehension.

## **SPANISH II (1 credit)**

Students will continue to study critical concepts in grammar. Lessons will include practice speaking, listening, writing and reading in Spanish. Short stories by Spanish authors will be read and rhythmic poetry will be explored. Short skits and dialogues will also be performed in front of class. Verb conjugation in the present, preterit, imperfect and present progressive will be drilled for mastery. They will gain a deeper understanding and appreciation of culture as well as improve their conversational skills.

## **IB SPANISH (1 credit)**

IB Spanish courses prepare students to take the International Baccalaureate Language B exams at either the Standard or Higher level. These courses focus on improving students' accuracy and fluency in oral and written communication (usually in the students' "second" language). Students preparing to take the Standard level exam will be able to understand native speakers; students preparing for the Higher level exam will be able to communicate fluently at native speed. This is a two-year course for juniors and seniors which concludes with a college level series of papers/examinations, prepared by the independent agency *The International Baccalaureate Organization* which, if passed, may result in college credit.

*\*Prerequisite Spanish 1 and 2*

## **ELECTIVES**

Elective courses are offered when there is enough interest to provide them and are some-times developed in the course of the year to fulfill student needs. Highly qualified teachers, according to state requirements, teach all elective courses. CSPA students are encouraged to use Advanced Placement courses as electives to prepare them for the rigors of college.

## **COMPUTER SCIENCE (0.5 credit)**

This course is an introduction to computer science curriculum and teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. Once students complete the Introduction to Computer Science course, they will have learned material equivalent to a semester college introductory course in Computer Science and be able to program in JavaScript.

### **AP COMPUTER SCIENCE A (1 Credit)**

Computer Science A follows the College Board's suggested curriculum designed to mirror college-level computer science courses, AP Computer Science A courses provide students with the logical, mathematical, and problem-solving skills needed to design structured, well-documented computer programs that provide solutions to real-world problems. These courses cover such topics as programming methodology, features, and procedures; algorithms; data structures; computer systems; and programmer responsibilities.

### **GERMAN CULTURE (0.5 credit)**

Germany is a diverse and unique country with a rich history and culture. In this one-semester elective, we will explore the country through its geography, politics, history, and traditions. Students will be asked to think critically about what it means to be a German as they are introduced to the traditional cuisine, holidays, fairy tales, and famous Germans that have helped shape the country into the economic and political powerhouse it is today.

### **LEADERSHIP SKILLS (0.5 credit)**

Leadership Skills is a class where students will learn several character traits of a good leader. Students learn about these various character traits through guided instruction and discussion. Students are introduced to several leaders throughout history that are exemplars of these traits. Students reflect on their own leadership style. Popular movies are watched and analyzed that incorporate these traits.

### **HISPANIC CULTURE (0.5 credit)**

This class explores the various regions of Spain. Although it is one country, each region has its own identity and history that is unique to that area. Students will gain exposure to the food, holiday, music and art that are found in each region studied. Spain has a long, diverse history which includes influence from the Catholic, Jewish and Muslim communities. This is not a language course, however, students may learn some targeted words and phrases related to the content being studied.

### **LATINO CULTURE (0.5 credit)**

This class explores the countries of Central and South America. Students will learn about the cultures and histories of various countries. Students will gain exposure to the food, holiday, music and art that are found in each country studied. This is not a language course but there may be some vocabulary and phrases learned that are specific to each country.

## **JOURNALISM/YEARBOOK - (1 credit)**

The Journalism/Yearbook course provides students with the knowledge and skills necessary to produce a yearbook. Students may gain experience in several components (writing, editing, layout, production, and so on) or may focus on a single aspect while producing the publication.

## **WORLD PEOPLE STUDIES (0.5)**

Home is where the heart is. But what happens when your heart is in a different country? Immigration is not a new phenomenon, and immigrants are not unique to America. In this one-semester elective, students will take a global perspective to examine both the reasons for migration, as well as the political, economic, and cultural effects on both sending and receiving countries, and the people who live there. Together, we will explore three countries and their responses to immigrants-- Germany, Japan, and Canada-- before students are given the opportunity to investigate a country of their choice.

## **IB THEORY OF KNOWLEDGE (IB Diploma Programme Requirement)**

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question "how do you know?" in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

*\*Juniors and Seniors engaged in at least 2 IB classes may take this course.*

## **CREATIVITY, SERVICE AND ACTIVITY (IB Diploma Programme Requirement)**

All IB students must complete a CAS program which can be documented as early as the first day of junior year and continues throughout senior year (lasts a minimum of 18 months). The CAS program includes documented evidence of participating in various experiences and at least one CAS project (minimum of one month's duration) with a reasonable balance between creativity, activity, and service.