MERIDIAN SCHOOL

AN IB WORLD SCHOOL

Secondary Grades 6-12
Academic Guide and Course Catalog

2025-2026 School Year

Revised February 2023

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Meridian School, An IB World School

Mission: Meridian School will provide an **invigorating** educational environment that develops **responsible citizens** who can **artfully navigate** our **complex world** and enjoy a **good life with others**.

Vision: Each student will engage in **diverse investigations**, **disciplined inquiry**, and **integrated service learning** to cultivate intercultural awareness, creativity and mental acuity.

Curriculum Overview

Meridian School integrates teaching of the Texas Essential Knowledge and Skills (TEKS) objectives with the International Baccalaureate (IB) curriculum for the Primary Years Program (PYP) in the Kindergarten through 5th grades, the Middle Years Program (MYP) for the 6th through 10th grades, and the Diploma Program (DP) in the 11th and 12th grades. Meridian School is an authorized IB World School for the PYP (authorized March 2013), MYP (authorized May 2017), and DP (authorized March 2014).

Mastery of the TEKS is assessed through the STAAR and EOC exams, and the awarding of the IB Diploma is determined through IB Diploma course exams completed at the end of the 12th grade year. Student progress towards learning objectives is also assessed throughout the year through a wide variety of in-school formative assessments, and summative assessments such as tests, projects, papers, and presentations.

The invigorating educational environment of Meridian School teaches integrated TEKS and IB course learning objectives. Key elements such as Meridian School service learning, the IB Creativity, Activity, and Service (CAS) program, the IB Learner Profile, class trips, and summative IB program experiences such as the Extended Essay all contribute towards success in college and in life, developing responsible citizens who can artfully navigate our complex world and enjoy a good life with others.

International Baccalaureate

The International Baccalaureate organization (IB) is an independent, nonprofit educational foundation based in Geneva, Switzerland. Key programs it offers to schools are the Primary Years Program (grades K-5 at Meridian), Middle Years Program (grades 6-10), and the Diploma Program (grades 11 and 12). For further information concerning the IB organization and its programs, please visit the IB website at **www.ibo.org**.

IB Primary Years Program (PYP)

Meridian School became an authorized PYP school in 2013. The PYP is built upon instruction through inquiry and questioning and the teaching of the whole child through a transdisciplinary (integration of all subjects) approach. Within the PYP it is believed that student learning is best done when it is authentic – relevant to the “real” world – where the learning is not confined within the boundaries of the traditional subject areas but is supported and enriched by them. Much of the teaching in primary grades will be done through the six units of inquiry in each grade level. All fall within the transdisciplinary themes of Who we are; Where we are in place and time; How we express ourselves; How the world

works; How we organize ourselves; and Sharing the planet. These themes have a one-to-one correlation to the global contexts in the MYP framework.

Key Concepts help drive the curriculum by helping the learner construct meaning through improved critical thinking and increased coherence across the curriculum. These concepts are: form, function, causation, change, connection, perspective, and responsibility.

Approaches to Learning help students conduct purposeful inquiry and be well prepared for lifelong learning. Students are encouraged to master a range of skills beyond those normally referred to as basic. These include thinking skills, social skills, communication skills, research skills, and self-management skills. The PYP also believes that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. Students are encouraged to take opportunities to engage in purposeful and beneficial activities to serve others.

The International Baccalaureate PYP serves as an excellent introduction to the Middle Years Program (MYP), but it is not a prerequisite for this or for the Diploma Program (DP).

IB Middle Years Program (MYP)

Meridian School has implemented elements of the IB Middle Years Program (MYP) since opening, and was officially authorized as an IB World School in the Middle Years Program in May 2017. The program model below illustrates the components of the MYP that are used to provide a holistic educational experience for students grades 6-10 at Meridian School.

Global Contexts in the MYP

Global Contexts in MYP provide a starting point for inquiry and help students to develop their understanding of international mindedness. The table below shows how MYP Global Contexts build upon the PYP transdisciplinary themes.

PYP Transdisciplinary Theme	MYP Global Context
Who we are	Identities and relationships
Where we are in place and time	Orientation in space and time
Forms of expression	Personal and cultural expression
How the world works	Scientific and technical innovation
How we organize ourselves	Globalization and sustainability
Sharing the planet	Fairness and development

Subject Groups of the MYP

While the PYP (grades K-5) is transdisciplinary, with all the subjects taught in a single classroom and projects that combine the disciplines of language, math, science, social studies, and fine arts, the MYP (grades 6-10) is interdisciplinary. This means that students take separate classes in the academic disciplines (known as “subject groups”), while teachers create links in their teaching units between the different disciplines. Typically, these connections are made through overarching concepts, or key concepts, and can also be made through content, such as the Texas State Standards, or TEKS, that relate to each other across disciplines.

Each year in the MYP, students take courses in eight subject groups. The groups are below, with some elaboration of Meridian School course offerings in parentheses. Further details on Meridian School Secondary course offerings can be found in the Course Offerings section of this Program of Studies.

- Language and Literature (English)
- Language Acquisition (French or Spanish)
- Arts (Theater, Music, and Visual Arts)
- Mathematics
- Individuals and Societies (History and Geography)
- Sciences
- Physical and Health Education
- Design

Key Concepts of the MYP

The MYP **Key Concepts** serve to engage higher order thinking and provide a focus for making connections across the subject groups.

- Aesthetics
- Connections
- Form
- Perspective
- Identity
- Communities
- Development
- Logic
- Culture
- Systems
- Change
- Creativity
- Global interactions
- Relationships
- Communication
- Time, place, and space

Related Concepts in the MYP

While the Key Concepts are used to make connections between subject groups, learning in each subject group is explored more deeply according to Related Concepts. While Related Concepts by definition relate to the Key Concepts and may have parallels in other subject groups, they are designed to promote deeper investigation into a specific discipline, allowing for a more complex and sophisticated understanding of the subject in question.

Language and Literature (English)			
Audience imperatives	Character	Context	Genres
Intertextuality	Point of view	Purpose	Self-expression
Setting	Structure	Style	Theme

Language acquisition (French and Spanish)			
Phases 1-2 (Emergent)			
Audience	Context	Conventions	Form
Function	Meaning	Message	Pattern
Pronunciation	Purpose	Structure	Word choice
Phases 3-4 (Capable)			
Audience	Context	Convention	Empathy
Function	Idiom	Meaning	Message
Point of view	Purpose	Structure	Word choice
Phases 5-6 (Proficient)			
Argument	Audience	Bias	Context
Empathy	Idiom	Inference	Point of view
Purpose	Stylistic choices	Theme	Voice

Individuals and societies (Geography and History)

Geography

Causality (cause and consequence)	Culture	Disparity and equity	Diversity
Globalization	Management and intervention	Networks	Patterns and trends
Power	Processes	Scale	Sustainability

History

Causality (cause and consequence)	Civilization	Conflict	Cooperation
Culture	Governance	Identity	Ideology
Innovation and revolution	Interdependence	Perspective	Significance

Sciences

Integrated sciences (drawn from biology, chemistry, and physics)

Balance	Consequences	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation

Biology

Balance	Consequences	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation

Chemistry

Balance	Conditions	Consequences	Energy
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transfer

Mathematics

Approximation	Change	Equivalence	Generalization
Models	Patterns	Quantity	Representation
Simplification	Space	Systems	Validity

Arts (Theater, Music, & Visual Arts)			
Performing arts			
Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Play	Presentation	Role	Structure
Visual arts			
Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Presentation	Representation	Style	Visual culture
Physical and health education			
Adaptation	Balance	Choice	Energy
Environment	Function	Interaction	Movement
Perspectives	Refinement	Space	Systems
Design			
Adaptation	Collaboration	Ergonomics	Evaluation
Form	Function	Innovation	Invention
Markets and trends	Perspective	Resources	Sustainability

Subject Group Objectives & Assessment Criteria in the MYP

In the MYP, students are taught and assessed according to four categories (A, B, C, and D) of learning objectives in each subject. Rubrics are provided by the IB for use by teachers to measure student learning as, of, and for purposes of assessment.

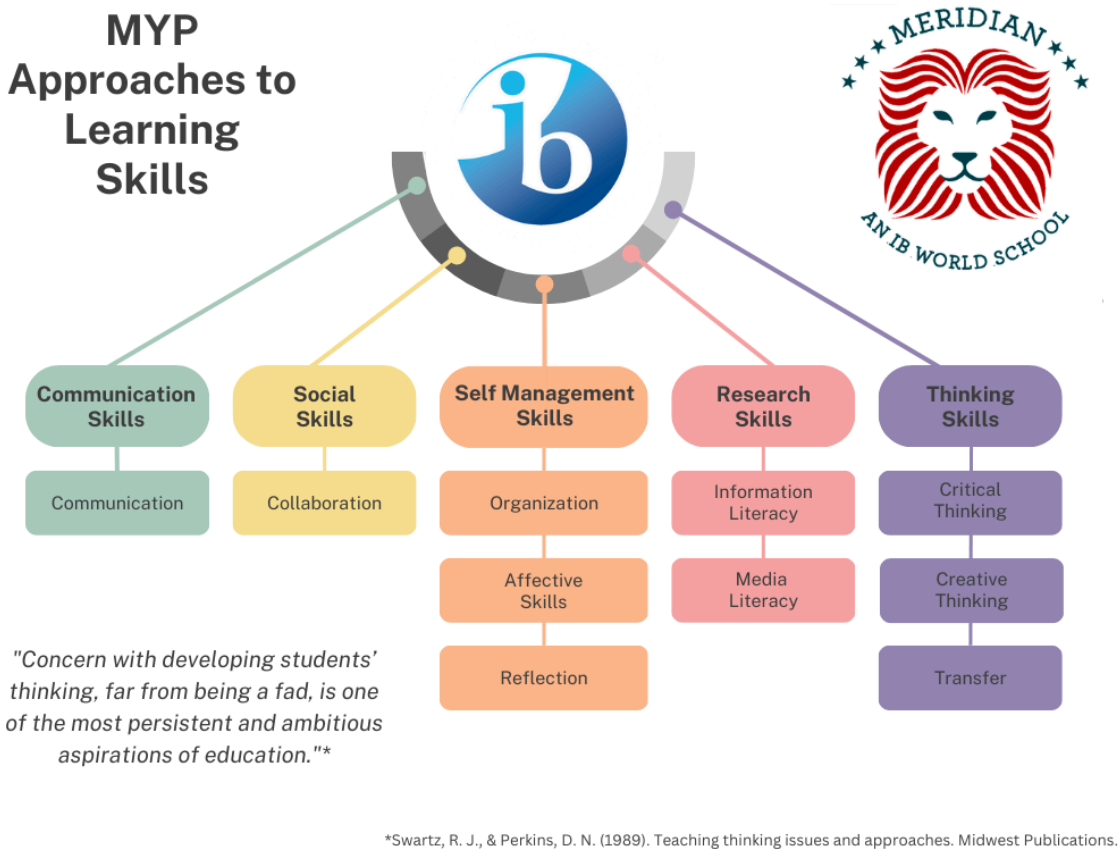
	A	B	C	D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real world contexts
Arts	Investigating	Developing	Creating/Performing	Evaluating

Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Personal Project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Approaches to Learning (ATL) in the MYP

In the MYP, students develop their communication, social, self-management, research, and thinking skills through Approaches to Learning (ATL). These five skill categories are further divided into skill clusters.

Skill Categories	Skill Clusters in MYP
Communication	Communication
Social	Collaboration
Self-management	Organization Affective Reflection
Research	Information literacy Media literacy
Thinking	Critical thinking Creative thinking Transfer



International Baccalaureate Middle Years Program Courses

In May 2017, Meridian School received authorization from the International Baccalaureate (IB) as an IB World School offering the Middle Years Program (MYP). In the MYP, students take courses in eight different subject groups:

- Group 1--Language and Literature
- Group 2--Language Acquisition
- Group 3--Individuals and Societies
- Group 4--Sciences
- Group 5--Mathematics
- Group 6--Arts
- Group 7--Physical and Health Education*
- Group 8--Design*

Students take courses in all eight groups from 6th through 8th grades. Group 1 through 6 courses are continued in 9th and 10th grades. Group 7 (PE) is continued in 9th grade, and in 10th grade all students take a Meridian-required elective course, College Readiness. Students have the option of continuing to take Group 8 (Design) courses in 9th and 10th grade, or they may take another elective course or a study hall.

For more information on MYP courses at Meridian, please see the **Course Planning Charts** below, as well as the course descriptions later in this Course Selection Guide. For more information on MYP curriculum, please see the Meridian Academic Program of Study.

***Note:** Groups 7 and 8 are not official IBO groups; however, as they are a part of the MYP curriculum and the continuum at Meridian School, we use Group 7 and Group 8 to continue the subject area labels for continuity's sake.*

Personal Project in the MYP

Each IB Program culminates with a summative experience or project. The culmination of the Primary Years Program (K-5) is Exhibition, and the Personal Project is the culmination of the Middle Years Program (6-10).

Personal project is an extended learning experience completed over the 9th and 10th grade years. Each student completes his or her personal project independently, supported by a faculty advisor. Students explore a question of their choosing, drawing upon what they have learned over their years in the MYP to produce a significant and personally fulfilling piece of work.

IB Diploma Program (DP)

In March 2014, Meridian School received authorization from the International Baccalaureate (IB) to offer the IB Diploma Program (DP) curriculum. This challenging course of study enables students to pursue the IB Diploma in addition to a Meridian School Diploma. The effectiveness of the IB Diploma Program is due not only to the depth of the individual courses, but also to the program's comprehensive nature. In order to receive the IB Diploma, students must complete a two year course in six different subject groups. In addition, they must complete DP core requirements at passing standards: take the Theory of Knowledge (TOK) course in grades 11 and 12; complete a Creativity, Activity, and Service (CAS); and complete an Extended Essay (EE). Whether or not students are awarded the IB Diploma is based upon satisfactory completion of the above elements, as well as receiving an average passing score of 4 out of a possible 7 points on exams in their six IBDP subject group courses in May of the senior year. Many highly competitive colleges and universities recognize the IB Diploma for admissions and/or advanced standing.

Students at Meridian School are not required to pursue the IB Diploma. Subject group courses will cover IB curriculum elements, but students who choose to take these courses at the IB level will be graded more rigorously and the courses will be listed as advanced "IB" courses on these students' transcripts. College admissions officers look more favorably upon courses that are taken at the "IB" level, and especially take note when it is indicated that a student is pursuing the IB Diploma. For this reason, and especially for the educational benefits that accompany the IB Diploma, all Meridian students are encouraged to pursue the IB Diploma. Students who decide not to pursue the full IB Diploma may elect to take exams in select subjects.

Fees and Billing for IB Diploma Coursework

Meridian School pays annual costs to maintain the IB Diploma Program, which include an annual school fee, teacher training costs, and the cost of mailing exam materials. These costs often total more than $25,000 per year. Students who participate in the IB Diploma Program must take IB exams in order to receive their IB Diploma. Families of IB Diploma candidate students are asked to pay the cost of their student's IB exams.

The current cost per IB exam is $125, so a student pursuing the full IB diploma would pay a total of $750 for six IB exams. IB exam fees are billed via MySchoolBucks in December of the senior year. Payment in full is due by April 1 of the senior year. Financial hardship should not stand in the way of a student being able to pursue the IB Diploma or IB exams in individual courses. If a family is unable to pay IB exam fees due to financial hardship, they should contact the business office to pursue a scholarship.

IB Diploma Program Course Offerings & Selection

Students in the 11th and 12th grades will register for courses in six subject areas, which are required to pursue the IB Diploma. IB DP courses in groups 1 through 6 are all two years in length. They begin the junior year and are completed the senior year. Courses in groups 1 through 6 are taken at either Higher Level (HL) or Standard Level (SL). Students pursuing the IB Diploma take three or four courses at Higher Level, and three or two courses at Standard Level. Both Higher and Standard Level courses are advanced courses, but HL courses cover more topics than SL. In addition to taking courses in groups 1 through 6, students also take a Theory of Knowledge (TOK) course for a semester in both the junior and senior years.

Group 1: Language and Literature

IB DP English Language and Literature HL or SL

Group 2: Language Acquisition

IB DP French SL or HL
IB DP Spanish SL or HL
IB DP French or Spanish ab initio SL (for students who have little to no prior coursework in the language)

Group 3: Individuals and Society

IB DP History HL or SL, Americas and 20th Century World Topics

Group 4: Sciences

IB DP Biology SL or HL
IB DP Chemistry SL or HL
IB DP Design SL and HL
IB DP Environmental Systems and Societies SL
IB DP Computer Science SL and HL (must be taken as a 2nd DP science because this course does not count as a science credit in the State of Texas)

Group 5: Mathematics

IB DP Mathematical Applications SL
IB DP Mathematical Analysis SL
IB DP Mathematics Analysis HL (student must be enrolled in precalculus in the 10th grade in order to reach this HL course)

Group 6: Fine Arts and Electives

IB DP Theater SL or HL, or
IB DP Visual Arts SL or HL, or
An additional course in Group 2 or Group 4

Theory of Knowledge

IB DP Theory of Knowledge (spring of junior year and fall of senior year)
In addition to the IB DP Theory of Knowledge course, students will take a state-required US Government course in the fall of the junior year and state-required Personal Financial Literacy and Economics in the spring of the senior year.

Eighth Course Slot: Elective or Additional IB Course

In addition to the seven courses above, students have the option of enrolling in either a Study Hall or an elective (which generally will not be an IB DP course). **It is also possible for a student to take an additional IB diploma course, but this is something that should be discussed with the IB Diploma Program Coordinator.**

Information about IB diploma course options, course planning charts, and course descriptions appears later in this document.

Online DP Course Offerings through Pamoja

DP students have the option to take DP courses *not available at Meridian* through a company called Pamoja. These courses are offered online and are recommended *only for students who are very self-motivated*. There is a tuition cost of approximately $3,000 for each two-year course that would be paid by the family. Students who are interested in Pamoja courses should investigate this option and talk with the DP Coordinator in Spring of the 10th grade year. DP Coordinator approval is required for a student to enroll in online Pamoja courses.

Note that we have limited experience with Pamoja courses at Meridian. We have had one (1) very disciplined student meet with success in Psychology SL and Mandarin Chinese ab initio. To learn more about Pamoja and the courses they offer,, visit their website **here**.

IB Diploma Program Exams

Students pursuing the IB Diploma will take IB exams for each of the IB DP courses in which they are enrolled. The majority of these exams are composed of tests, known as “Papers” (Paper 1, Paper 2, etc.) taken in May of the senior year. A portion of the exam in each IB course is composed of “Internal Assessments” which take a different form in each course, such as an oral presentation in English, a research paper in History, experiments in the Sciences, a project in Math, and a research workbook in Visual Art. These Internal Assessments are marked by the teacher and marked samples are sent to an IB moderator to verify that the marks are in accordance with the IB standard. Based upon student achievement on the Papers and the Internal Assessments, IB will award students a grade in each course ranging from 1 (lowest) to 7 (highest). IB awards these grades in July after the students have completed their senior year. Many colleges will award college credit for IB courses based upon the scores achieved on IB exams.

Awarding of the IB Diploma

Whether or not students are awarded the IB Diploma depends upon several factors, including:

- Taking six appropriate IB DP courses and earning an average exam score of 4 (out of 7) overall. The award of the Diploma requires a minimum total of 24 points on the IB examinations that are taken in May of the senior year. A minimum of 12 total points are required in the HL courses, and a minimum of 9 total points is required in the SL courses.
- Taking and earning a passing score in Theory of Knowledge (TOK),
- Completing the Extended Essay (EE) and earning a passing score, and
- Fulfilling the portfolio requirement for Creativity, Action, and Service (CAS).
- **Note:** Components for the Theory of Knowledge course and the Extended Essay are graded on a scale of A (maximum grade) through E (failing grade). A grade of E in either TOK or the EE disqualifies the candidate from receiving the IB diploma, regardless of how many points were earned on the IB examinations. Bonus points toward the minimum required 24 points for the IB diploma are possible for higher achievement in TOK and EE.

Extended Essay (EE)

The Extended Essay is a piece of research writing up to 4,000 words in length that students complete over the second half of the junior year and first half of the senior year. Students may choose any subject area in which they are taking an IB course to write their EE. With the assistance of an EE supervisor in that subject, students will craft a question that they wish to answer, research a variety of sources (and if their EE is in the Sciences, design and carry out an experiment), and write an analytical answer to their question. Completing the EE prepares students extremely well for completing similar tasks in college.

Creativity, Activity, and Service (CAS)

Creativity, Activity, and Service (CAS) is at the heart of the IB Diploma Program, and involves students in a range of activities alongside their academic studies throughout the Diploma Program.

The three strands of CAS, often interwoven in particular activities, are:

- **Creativity:** arts and other experiences that involve creative thinking,
- **Activity:** physical exertion that contributes to a healthy lifestyle, such as sports and other exercise, and
- **Service:** an unpaid and voluntary exchange that has a learning benefit for the student.

CAS activities should be:

- Purposeful, with significant outcomes,
- Personally challenging,
- Undertaken with thoughtful consideration and planning, and
- Reflected upon to assure that personal learning outcomes have been achieved.

CAS activities should be ongoing, occurring on a regular basis throughout the junior and senior years. Each student will have a CAS advisor with whom they will meet several times each year, discussing the progress of their CAS activities and reflecting upon the outcomes. Students must also complete a collaborative project that spans at least a month period of time. Ultimately, CAS helps to ensure that student academic growth is accompanied by fulfilling personal growth.

Theory of Knowledge

Completion of the Theory of Knowledge (TOK) course and the TOK exhibition and TOK essay assessments are a requirement of the IB Diploma. Students take the Theory of Knowledge class for a semester each the junior and senior year, allowing them the opportunity to explore and reflect on the nature of knowledge and the process of knowing. With the central question of “how do we know,” students explore the various ways of knowing and how they interrelate in the different areas of knowledge in which they are taking IB courses (language, history, the sciences, mathematics, the arts, etc.).

Course Candidates

We strongly encourage students to challenge themselves by taking at least one IB exam. However, they are not required to pursue the full IB Diploma. Students who opt to take some (but not all) of the IB exams are referred to as Course Candidates. Students who take at least one exam have the option of wearing a white honor cord at graduation. Students who take at least four exams have the option of wearing a red and black braided cord at graduation.

Co-Seated Students

Students in the 11th and 12th grade who do not take any DP level courses –and who therefore will not sit for any of the IB examinations–are referred to as Co-Seated Students. The courses they take in the 11th and 12th grade will reflect as on-level courses on their high school transcript.

Grades for CoSeated Subjects

Students who do not plan to sit for the IB exam in a particular subject are referred to as being "co-seated" in the class (that is, they are co-seated with peers who do plan to take the IB exam in that course). Grades for co-seated courses do not reflect the IB course name or the IB code on the high school transcript, and they do not carry the DP weight for the Meridian weighted GPA that is used to calculate the Top 10% of the class. For assessments graded on an IB rubric, co-seated students will have an additional 10 points added to their converstion to the Texas100-point scale.

MYP and DP Grading Practices

Grading Cycle and Awarding of Credit

Progress grades are assigned on a quarterly basis, and the semester grade reflects a student's total current level of progress at the end of the second quarter (first semester) or fourth quarter (second semester) grading period. Course grades for the year will be the average of the two semester grades. If this average is passing (69.5% or higher), then credit for the course will be earned, even if an individual semester grade is below passing.

Texas' 90% Attendance Rule

In order to receive credit for a course, a student must be in attendance for at least 90% of instructional time. Students with excessive absences, particularly if they are unexcused, will be required to complete make-up hours in order to receive credit for the course.

Grading based upon IB Assessment Criteria and Exam Components

In MYP courses assessments are based upon one or more IB MYP Subject Criteria. For example, in Subject Group 1: English Language and Literature, the four criteria are:

Language & Literature	**A. Analyzing**	**B. Organizing**	**C. Producing text**	**D. Using language**

*See the "**IB Middle Years Program"** section above, **"Subject Group Objectives & Assessment Criteria in the MYP"** for a listing of MYP objectives and assessment criteria for all of the subject groups.*
In MYP course gradebooks, each criterion will be weighted equally: 25% each.

In DP classes assessments are based upon IB exam components. These vary in different courses, but in most courses the components are Paper 1, Paper 2, and the Internal Assessment. The exam in DP courses will be weighted roughly equally, with some minor differences in weight based upon the importance of that particular criterion on the DP course exam.

For more information about **IB Middle Years Program (MYP)** and **IB Diploma Program (DP)** grading practices please see **this document**.

Credit Recovery

If a student fails the fall semester of a course, the student may have an opportunity to work with the individual teacher to demonstrate mastery and to make up that credit for up to a 70 by completing a customized plan. This plan is arranged with the teacher to achieve necessary skills of the curriculum in order to pass the course. The plan could involve a retake of the semester exam. If, however, the student fails the entire course for the year, the student will be responsible for obtaining the credit through summer school at their local ISD campus or doing some form of an online class through an approved institution. Parents should coordinate with the principal or counselor in order to be sure that necessary steps are taken to earn credit for the course.

Credit by Exam

Credit By Exam (CBE) may be utilized by students who desire to:

- complete a prerequisite necessary to be placed on level with grade-level peers at Meridian
- accelerate in mathematics at Meridian (see next section for info about math acceleration)
- meet a prerequisite or determine placement for an IB diploma level course (e.g. in foreign language)

The grade earned through Credit By Exam for high school credit courses will appear on the high school transcript, but it will not count in either the weighted or unweighted GPA.

CBEs are offered through Meridian School at no charge, and are validated by the appropriate subject group department chair to assure coverage of the Texas Essential Knowledge and Skills (TEKS) for the course tested. CBEs are also available (for a fee) through Texas Tech University ISD (TTUISD), University of Texas High School (UT High School).

Note: A CBE is not permitted for placement above the most advanced students in the student's grade level (in math, for example). Furthermore, Meridian will not award CBE credit for courses not offered at Meridian School.

Class Rank and Grade Point Average

Non-Ranking School & Texas' Top 10% Rule

Texas state rule dictates that the top 10% of graduating seniors from each high school are guaranteed admission to any public state university. The exception to this rule is UT Austin which has the latitude to set their percentage of automatic admissions at a level expected to fill no more than 75% of their entering class each fall (currently this is the top 6%).

Meridian is a non-ranking school, with the exception of identifying the Top 10% of the graduating class as required to satisfy the Texas Top 10% rule. Meridian will not rank the remaining 90% of students as we are a non-ranking school. This will ensure that college admissions officers judge Meridian students in a holistic fashion that examines the quality of the academic program they have pursued.

The top 10% will be identified by calculating a Weighted GPA (explained below) at the end of the junior year. The identification and notification of the top 10% of the graduating class will occur in August of senior year so that this information can be reported on students' college applications.

Valedictorian and Salutatorian

Final rank of the top two students in the class, Valedictorian and Salutatorian, is calculated at the end of the third quarter of the senior year. Valedictorian and Salutatorian will be determined by the Weighted GPA. In case of a tie, the student with the highest Weighted GPA in their IB DP courses taken shall be Valedictorian. To be eligible for Valedictorian or Salutatorian, a student must at a minimum be enrolled as a full-time student at Meridian for the entirety of the junior and senior year.

Grade Point Average (GPA)

Two GPA calculations are used at Meridian: a ***College 4.0 Unweighted GPA*** and a ***Weighted GPA***

4.0 Unweighted GPA

- **This GPA is commonly known as a College 4.0 GPA.**
- **This GPA is reported on the Meridian transcript and is used for college admission and scholarship applications.**
- **This GPA assigns a grade point for each semester grade for all eligible high school courses according to the following 4.0 scale:**
    - 90-100 = A = 4.0 points
    - 80-89 = B = 3.0 points
    - 70-79 = C = 2.0 points
    - 0-69 = F = 0.0 points

- **Every course taken in grades 9-12 at Meridian counts in the Unweighted GPA. See eligible courses here: This table**
- **Weighted GPA (5.0/6.0 scale)**
    - The Weighted GPA does not appear on the Meridian transcript. It is for internal use only for the purpose of calculating academic honors such as Top 10%, Salutatorian, and Valedictorian.
    - This GPA does not appear on the Meridian transcript and is not communicated to college or scholarship programs.
    - Weighted GPA assigns a grade point for each semester grade for eligible high school credit courses according to the table below.
    - Courses included in this GPA are limited to Academic Core Courses (IB Groups 1-5)
        - English
        - Foreign Language
        - Social Studies
        - Science
        - Math
        - See eligible courses here: **This table**
- **Courses excluded from GPA calculations (courses not earned in class at Meridian)**
    - Courses taken in middle school (starting with the Class of 2023)
    - Credit by examination
    - Credit for acceleration
    - Summer school courses
    - Home school courses
    - Non-accredited schools
    - Outside courses such as TTISD, UTISD, ACC

      Note: Physics taken outside of Meridian to satisfy the STEM endorsement will be placed on the high school transcript, but as an elective course this will not count in either GPA.
- **Grade conversion for students transferring from a previous school**
    - Grades appearing on a high school transcript from another school will be converted to GPA according to the Meridian grading policy.

- For the Weighted GPA, only AP or IB courses taken in grades 11 and 12 are converted on the 6.0 weighted scale.

Weighted GPA Conversion Table (5.0 & 6.0)

Academic core courses in IB Groups 1-5 taken in grades 9 and 10 are calculated on a 5.0 point scale. Due to the higher level of difficulty, IB Diploma Program courses in grades 11 and 12 are calculated on a 6.0 point scale. See chart below for the grade conversions to the 5.0 and 6.0 grade scales. **Note:** Courses taught with modified curriculum (Special Education modified courses) are weighted on a 4.0 scale

Grades 9 and 10 **Academic Core Courses in IB Groups 1-5 (English, Foreign Language, Social Studies, Science, Math)** **Grades 11 and 12** **non-IB DP courses**			**Grades 11 and 12** **IB DP Courses**	
100	5.0		100	6.0
99	4.9		99	5.9
98	4.8		98	5.8
97	4.7		97	5.7
96	4.6		96	5.6
95	4.5		95	5.5
94	4.4		94	5.4
93	4.3		93	5.3
92	4.2		92	5.2
91	4.1		91	5.1
90	4.0		90	5.0
89	3.9		89	4.9
88	3.8		88	4.8
87	3.7		87	4.7
86	3.6		86	4.6
85	3.5		85	4.5
84	3.4		84	4.4
83	3.3		83	4.3
82	3.2		82	4.2
81	3.1		81	4.1
80	3.0		80	4.0
79	2.9		79	3.9
78	2.8		78	3.8
77	2.7		77	3.7
76	2.6		76	3.6
75	2.5		75	3.5
74	2.4		74	3.4
73	2.3		73	3.3
72	2.2		72	3.2
71	2.1		71	3.1
70	2.0		70	3.0
0-69	0.0		0-69	0.0

Graduation Requirements

Meridian Course of Study

Meridian School follows the International Baccalaureate guidelines for the Middle Years Program (grades 6-10) and Diploma Program (grades 11-12). The Middle Years Program requires students to take courses in all eight subject groups for the first three years of the program (grades 6 through 8). In grades 9-10, students take six IB subject groups plus Physical and Health Education (Group 7) in 9th grade and College Readiness in 10th grade. For their eighth class students may either take a study hall or an optional elective.

In 11th and 12th grade, students must take a course in each of the six IB Diploma Program subject groups. Their 7th class is Theory of Knowledge (a one semester course in both 11th and 12th grades), paired with US Government and Personal Financial Literacy and Economics. For their eighth class students may either take a study hall or an optional elective.

State of Texas Graduation Requirements

The following high school graduation requirements were passed in the 2013 session of the Texas Legislature. By following the Meridian School Course of Study on the following Course Planning Chart, Meridian students complete not only the state of Texas high school graduation requirements described below, but also earn at least two Endorsements: Arts and Humanities and Multidisciplinary Studies. Students who take Physics as an elective will also earn the Science, Technology, Engineering, and Math (STEM) endorsement.

Foundation High School Program - Distinguished Level of Achievement (FHSP-DLA)

Students following Meridian School's recommended course of study will qualify for the FHSP-Distinguished Level of Achievement.

Discipline	Distinguished Level of Achievement Program
English Language Arts	4 credits (English 1- 4)
Languages Other Than English	3 credits (minimum 2 in the same language)*
Social Studies	4 credits (W. Geo, W. Hist, US History, US Gov't, Personal Financial Literacy and Economics)
Science	4 credits (including Biology & Chemistry)
Math	4 credits (including Algebra 1 & 2, Geometry)
Fine Arts	1 credit
Physical Education	1 credit
Electives	5 credits

Total Credits	26

**Note: Meridian requires that all students take foreign language through the end of grade 10. Any exemption from Group 2 will be determined through the 504, ARD, or RTI process.*

Endorsements

In addition to the required 26 credits, students must also earn at least one endorsement to graduate under the Texas Distinguished Level of Achievement Program. Students completing the Meridian School Course of Study will earn two Endorsements: Multidisciplinary Studies and Arts and Humanities. Students who take Physics as an elective will also earn the Science, Technology, Engineering, and Math (STEM) Endorsement.

Multidisciplinary Studies Endorsement
IB Focus: Complete four IB courses
4x4: four course from each of the four foundation subjects (math, science, social studies, English)

Arts and Humanities Endorsement
Complete 4 levels of the same language other than English OR
Four total years of courses from one or two areas (music, theater, art)

Business and Industry
Journalism 1 and 2 years of any combination of Advanced Journalism including Newspaper and Yearbook.

Science, Technology, Engineering, and Mathematics (STEM) Endorsement
A student must have Algebra II, Chemistry, Physics AND
Math Endorsement: 5 total math credits
Science Endorsement: 5 total science credits
Computer Science Endorsement: 1, DP year 1 and DP year 2

Foundation High School Program

The FHSP is the minimum standard for graduation in Texas. By law, students may only graduate under the Foundation High School Program, with no Endorsements, if the parent states in writing that he/ she has been informed of the benefits of Distinguished Level of Achievement with Endorsements and is declining that graduation plan.

Discipline	Foundation Program
English Language Arts	4 credits
Languages Other Than English	3 credits *
Social Studies	3 credits
Science	3 credits
Math	3 credits
Fine Arts	1 credit
Physical Education	1 credit
Electives	4 credits
Total Credits	22

**Note: Meridian requires that all students take foreign language through the end of grade 10. Any exemption from Group 2 will be determined through the 504, ARD, or RTI process.*

Course Planning Charts

Basic Course of Study at Meridian

The basic course of study for Meridian students in 6th through 12th grades is shown below. More detail on the various options available in each of the subject groups can be found on the separate Course Planning Chart for that group, appearing later in this section. Note that students take MYP courses in 6th through 10th grades, and Diploma Program courses in 11th and 12th. Most Meridian School students pursue the full IB Diploma Program in 11th and 12th grade. With approval from a placement committee, however, individual students who are not pursuing the IB Diploma may be placed in the closest equivalent alternate level course in the same subject. Meridian refers to these as "co-seated" courses, and they are shown on the more detailed Course Planning Chart for that subject group.

	Middle Years Program					Diploma Program	
Subject Group	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
1 Language & Literature	Language Arts 6	Language Arts 7	Language Arts 8	English 1	English 2	IB DP English Year 1	IB DP English Year 2
2 Language Acquisition	French or Spanish 1a	French or Spanish 1b	French or Spanish 2a	French or Spanish 2b	French or Spanish 3	IB DP French or Spanish Year 1	IB DP French or Spanish Year 2
3 Individuals and Societies	World Cultures	Texas History	US History to 1877	World Geography	World History	IB DP History of the Americas Year 1 (or U.S. History from 1877)	IB DP History of the Americas Year 2 (or 20th Century Topics)
4 Sciences	Science 6	Science 7	Science 8	Biology	Chemistry	IB DP Sciences (5 options) Year 1	IB DP Sciences (5 options) Year 2
5 Mathematics***	Math 6	Pre-Algebra or Math 7	Algebra 1 or Math 8	Geometry	Algebra 2	IB DP Mathematics (3 options) Year 1	IB DP Mathematics (3 options) Year 2
6 The Arts	Music 6	Theater 7	Art 8	Fine Arts (3 options)	Fine Arts (3 options)	IB DP Arts (3 options) -or- additional course from groups 2 or 4	IB DP Arts (3 options) -or- additional course from groups 2 or 4
7	Physical Education 6	Physical Education 7	Physical Education 8 and Health	Foundations of Personal Fitness	College Readiness	Fall: US Government Spring: IB Theory of Knowledge S1 (TOK)	Fall: IB Theory of Knowledge S2 (TOK) Spring: Economics
8	Design 6	Design 7	Design 8	Design Tech 1 Comp Sci 1 Elective	Design Tech 1 Comp Sci 1 Engineering Design Elective	IB DP Design Year 1* SL IB DP Comp Sci Year 1** SL	IB DP Design Year 2* SL IB DP Comp Sci Year 2** SL

**Design Tech 1 is a prerequisite for IB DP Design. It can be taken in either 9th or 10th grade.*
***Comp Sci 1 is a prerequisite for IB DP Computer Science. It can be taken in either 9th or 10th grade.*
****See CBE section for info about various math pathways.*
IB DP Design counts as a Group 4 Science in the Diploma Program, and Biology, Chemistry and Design Tech 1 are prerequisites. New for 2023-2024: Engineering Design (Design 1 is a prerequisite).

Group 1: Language and Literature

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Language Arts-6	**Language Arts-7**	**Language Arts-8**	**English 1**	**English 2**	**IB DP English Lang. & Lit. HL or SL Year 1** English 3 (non-DP option)	**IB DP English Lang. & Lit. HL or SL Year 2** English 4 (non-DP option)

Group 2: Language Acquisition

Sixth graders at Meridian begin taking French or Spanish 1a at the start of their 6th grade year. If a student enrolls after their 6th grade year they will be placed in French or Spanish 1. This enables the student to join their peers the subsequent year. The Course Planning Chart below shows several of these possible language tracks.

**Note: Meridian requires that all students take foreign language through the end of grade 10. Any exemption from Group 2 will be determined through the 504, ARD, or RTI process.*

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
French or Spanish 1a	**French or Spanish 1b**	**French or Spanish 2a**	**French or Spanish 2b**	**French or Spanish 3**	**IB DP French or Spanish HL or SL Year 1** (or co-seat F/S 4)	**IB DP French or Spanish HL or SL Year 2** (or co-seat F/S 5)
N/A	**French or Spanish 1**	**French or Spanish 2a**	**French or Spanish 2b**			
N/A	N/A	French or Spanish 1	**French or Spanish 2**	**French or Spanish 3**	**IB DP French or Spanish HL or SL Year 1** (or co-seat F/S 4)	**IB DP French or Spanish SL Year 2** (or co-seat F/S 5)
N/A	N/A	N/A	**French or Spanish 1**	**French or Spanish 2**	French or Spanish 3 (co-seat option)	French or Spanish 4 (co-seat option)
N/A	N/A	N/A	N/A	**French or Spanish 1**	**IB DP French or Spanish ab initio Y1 (F/S 2)**	**IB DP French or Spanish ab initio Y2 (F/S 3)**
		N/A	N/A	N/A	**IB DP French or Spanish ab initio Y1 (F/S 1)**	**IB DP French or Spanish ab initio Y2 (F/S 2)**
		N/A	N/A	N/A	French or Spanish 1	French or Spanish 2

Note: *Foreign language DP* ***ab initio*** *is available for students who have taken no French or Spanish or only an introductory year prior to the junior year. It covers material from level 1 to level 3, and can be challenging to take over two years.*

Group 3: Individuals and Societies

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
World Cultures 6	**Texas History 7**	**US History 8 (to 1877)**	**World Geography**	**World History**	**IB DP History HL or SL Year 1: Americas** US History from 1877 (co-seat)	**IB DP History HL or SL Year 2: Americas & 20th Century World Topics** 20th Century Topics (co-seat)

Note: *A study of the Americas is not normally part of the IB DP History Standard Level curriculum. However, as United States history is a Texas graduation requirement, all Meridian students will study this in 11th grade, regardless of whether they are taking Diploma Program History at Higher Level or Standard Level.*

Group 4: Sciences

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
BIOLOGY						
Science 6	Science 7	Science 8	Biology	Chemistry	**IB DP Biology HL/SL Year 1**	**IB DP Biology HL/SL Year 2**
CHEMISTRY						
Science 6	Science 7	Science 8	Biology	Chemistry	**IB DP Chemistry HL/SL Year 1**	**IB DP Chemistry HL/SL Year 2**
ENVIRONMENTAL SYSTEMS & SOCIETIES						
Science 6	Science 7	Science 8	Biology	Chemistry	**IB DP Env. Sys. & Soc. SL Year 1** Environmental Science 1 (co-seat)	**IB DP Env. Sys. & Soc. SL Year 2** Environmental Science 2 (co-seat)

Note: *Environmental Systems and Societies is only offered at Standard Level (SL)*

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
DESIGN						
Science 6	Science 7	Science 8	Biology Design 1* + Biology	Design 1* + Chem Chem	**IB DP Design Y1 SL**	**IB DP Design Y2 SL**

Note: *Design 1 is a prerequisite for IB DP Design and may be taken in either 9th or 10th grade.*

PHYSICS (non-DP science elective)

Science 6	Science 7	Science 8	Biology	Chemistry Physics 1 + Chem	**Note:** Physics 1 can also be taken as an elective in 11th.	**Note:** Physics 1 can also be taken as an elective in 12th.

Group 5: Mathematics

Meridian offers three levels of Diploma Program math courses. DP Mathematical Applications Standard Level is challenging, like all IB DP courses, but is designed for students who are unlikely to pursue a career in mathematics or the experimental sciences. It emphasizes the applications of mathematics in real world with an emphasis on statistical applications and technology. The next level course, DP Mathematical Analysis Standard Level, prepares students for a university course of study that requires a more in-depth foundation in mathematics, including experimental sciences such as chemistry. The most challenging math course at Meridian is DP Mathematical Analysis Higher Level. Often DP Math Analysis HL students specialize in math at the university level, either as their major or as a component of areas of study such as physics, engineering, or technology. For more information on the specifics of each of these courses, please see the Course Descriptions section.

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Math 6	**Pre-Algebra**	**Algebra 1**	**Geometry**	**Algebra 2**	**IB DP Math Applications SL Year 1** Pre-Calculus (co-seat) **IB DP Math Analysis SL Year 1**	**IB DP Math Applications SL Year 2** Statistics (co-seat) **IB DP Math Analysis SL Year 2**
Pre-Algebra	**Algebra 1**	**Geometry**	**Algebra 2**	**Pre-Calculus**	**IB DP Math Analysis HL Year 1**	**IB DP Math Analysis HL Year 2**
Math 6	**Pre-Algebra**	**Algebra 1**	**Geometry**	**Math Models***	**Algebra 2**	**Pre-Calculus**
Math 6	**Math 7**	**Pre-Algebra**	**Algebra 1**	**Geometry**	**Math Models**	**Algebra 2**

Math Models *is a course for students who are not prepared to advance directly from Geometry to Algebra 2. Note that this path* ***cannot earn an IB Diploma*** *and requires administrative approval.*

Group 6: Fine Arts (and Electives)

Diploma Program students have the option of either taking a course in the Fine Arts (Theatre or Visual Arts), or they may instead take a second course from group 2 or 4.

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Music 6	**Theater 7**	**Art 8**	**"Music 1"**	**"Music 2"**	**"Music 3"**	**"Music 4"**

			World Music Ensemble	**World Music Ensemble**	**World Music Ensemble**	**World Music Ensemble**
			Theater Production	**Theater 2**	**IB DP Theater Year 1 SL/HL** (co-seat Theater 3)	**IB DP Theater Year 2 SL/HL** (co-seat Theater 4)
			Visual Art 1	**Visual Art 2**	**IB DP Visual Art Year 1 SL/HL** (co-seat Vis. Art 3)	**IB DP Visual Art Year 2 SL/HL** (co-seat Vis. Art 4)
Music 6 +	Theater 7 +	Art 8 +	**Symphonic Orchestra**	**Symphonic Orchestra**	**Symphonic Orchestra**	**Symphonic Orchestra**

+Note as well that Symphonic Orchestra requires previous experience playing a musical instrument, either brass, woodwind, string, or percussion.

Group 7: Physical and Health Education

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
PE 6	**PE 7**	**PE 8 & Health**	**Foundations of Physical Fitness**	**College Readiness**	**US Government /IB Theory of Knowledge S1**	**IB Theory of Knowledge S2 / Economics**

Note: *College Readiness, US Government, Economics, and Theory of Knowledge are not in the Physical and Health Education subject group, but Meridian students take these courses instead of PE in 10th, 11th, and 12th grades.*

Group 8: Design and Computer Science

Students take MYP Design from 6th through 8th grades. In 9th and 10th grade they may continue in Design, either taking Design Technology or Computer Science. Students also might choose another elective, such as Physics, another fine art or a second foreign language, or they may choose a study hall.

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Design 6	Design 7	Design 8	Design 1 +	Chemistry + (optional) Engineering Design	**IB DP Design Y1 SL***	**IB DP Design Y2 SL***
			Biology	Design 1 + Chemistry		
			Computer Science 1 +	Computer Science 1	**IB DP Computer Science Y1 SL**	**IB DP Computer Science Y2 SL**
			Other Elective** or Study Hall	Other Elective** or Study Hall	Other Elective*** or Study Hall	Other Elective*** or Study Hall

**Note:* Though in the MYP Design is its own subject group, in the Diploma Program IB DP Design is technically a Group 4 (Science) class and counts as advanced science for the purpose of the Texas high school diploma.*

******Note:*** *IB DP Computer Science must be taken as a 2nd DP Science because it does not count as advanced science for the Texas high school diploma.*

*******Note:*** *Other elective choices include Journalism, Physics, Personal Financial Literacy, Symphonic Orchestra, an additional foreign language, etc.*

Course Descriptions

Explanation of Terminology

- **Weighted GPA:** IB Diploma Program courses receive a weighted GPA. This means that when a high school student's weighted Grade Point Average is calculated, IB DP courses receive one more Grade Point than non-IB DP courses do. For example, if a student earned a grade of 100 in semester 1 of English 3, this is 5.0 Grade Points. If a student receives a grade of 100 in semester 1 of IB English Language & Literature Y1, this is 6.0 Grade Points. This is to account for the fact that IB DP courses are graded more rigorously than non-IB DP courses are. Important: **Note that GPA is calculated based on course semester averages; it is not based on the year-long average.**
- **Grade Level:** The grade in which students typically take this course at Meridian School.
- **Prerequisite:** Courses for which a student must have received credit prior to taking this course.
- **Semesters:** The number of semesters that must be taken to receive full course credit. **Note that GPA is calculated based on course semester averages, not based on the year-long average.**
- **Credit:** The number of credits received for taking the course. A year-long high school course is one credit.

Group 1: Language and Literature

English Language Arts 6

Grade Level: 6 **Semesters:** 2

Prerequisite: None **Credit:** 0

The aim of this course is to introduce students to the MYP framework in regards to Language and Literature. This course will center on encouraging and enabling students to develop creative and personal approaches to studying and analyzing literary and non-literary texts. Reading, writing, speaking, listening, presenting, and viewing are the cornerstones of the Language and Literature curriculum. Students will begin to develop an appreciation of the beauty and power of language by exploring a variety of media and modes. Through the use of fiction, nonfiction, poetry, and drama, students will explore texts from a variety of cultures and genres, applying linguistic and literary concepts and skills in a variety of authentic contexts. The academically challenging MYP Language and Literature course also informs students with analytical and communication skills that can be used in an interdisciplinary manner across all other subject groups. Students will begin to develop the ability to analyze their own work as well as the work of others and are encouraged to think critically about the effects of the creator's choices on the audience. In addition, students will use oral and

written language, and media and technology for expressive, informational, argumentative, critical and literary purposes.

English Language Arts 7

Grade Level: 7 **Semesters:** 2

Prerequisite: 6 **Credit:** 0

The aim of this course is to encourage and enable students to develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts. Reading, writing, speaking, listening, presenting, and viewing are the cornerstones of the Language and Literature curriculum. Through the use of fiction, nonfiction, poetry, and drama, students will be engaged with and explore text from different historical periods and a variety of cultures, applying linguistic and literary concepts and skills in a variety of authentic contexts. The academically rigorous MYP Language and Literature course also equips students with analytical and communication skills that can be used in an interdisciplinary manner across all other subject groups. Students will continue to develop the ability to constructively analyze their own work as well as the work of others and are encouraged to think critically about context and the effects of the creator's choices on the audience. In addition, students will use oral and written language, and media and technology for expressive, informational, argumentative, critical and literary purposes.

English Language Arts 8

Grade Level: 8 **Semesters:** 2

Prerequisite: 7 **Credit:** 0

The aim of this course is to continue the development of critical, creative and personal approaches to studying and analyzing literary and non-literary texts. Reading, writing, speaking, listening, presenting, and viewing are the cornerstones of the Language and Literature curriculum. Because the power of language is best experienced through quality literature and authentic informational text, students will develop an appreciation of the beauty and power of language by exploring a variety of media and modes. Literature becomes a path to talking about topics of personal, national, and global importance. Through the use of fiction, nonfiction, poetry, and drama, students will be engaged with and explore text from different historical periods and a variety of cultures, applying linguistic and literary concepts and skills in a variety of authentic contexts. The academically rigorous MYP Language and Literature course also equips students with analytical and communication skills that can be used in an interdisciplinary manner across all other subject groups. Students will continue to develop the ability to constructively analyze their own work as well as the work of others and are encouraged to think critically about context and the effects of the creator's choices on the audience. In addition, students will use oral and written language, and media and technology for expressive, informational, argumentative, critical and literary purposes.

English 1, MYP Language and Literature

Grade Level: 9 **Semesters:** 2

Prerequisite: 8th Grade Language Arts **Credit:** 1

Students will develop: a personal appreciation of language and literature, skills in literary criticism using a range of texts from different periods, styles and genres an understanding of the formal, stylistic and aesthetic qualities of texts, strong powers of expression, both written and oral, an appreciation of cultural differences in perspective, an understanding of how language challenges and sustains ways of thinking. Through studies in language and literature, the English 1 MYP aims to develop a student's lifelong interest in language and literature, and a love for the elegance and richness of human expression. The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

English 2, MYP Language and Literature

Grade Level: 10 **Semesters:** 2

Prerequisite: English 1 **Credit:** 1

Similar to English 1, students will continue to develop: a personal appreciation of language and literature, skills in literary criticism using a range of texts from different periods, styles and genres,an understanding of the formal, stylistic and aesthetic qualities of texts, strong powers of expression, both written and oral, an appreciation of cultural differences in perspective, an understanding of how language challenges and sustains ways of thinking. Through studies in language and literature, the English 2 MYP aims to develop a student's lifelong interest in language and literature, and a love for the elegance and richness of human expression. The course allows the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

IB DP English A: Language and Literature Year 1 Standard Level (SL)

Grade Level: 11 **Semesters:** 2

Prerequisite: English 1 and English 2 *IBDP Course Weight in GPA* **Credit:** 1

Over the course of two years, students will analyze both literary and non-literary texts and develop their understanding of how language, culture, and context determine how meaning is constructed. Students will develop their powers of expression, both in oral and written communication as well as learn to appreciate the formal, stylistic, and aesthetic qualities of texts. Students will also analyze how persuasive language is used in a variety of media such as political speeches, articles, websites, news coverage, advertising, blogs, etc. By examining the role of mass media and how language and images are used, students will be better equipped to understand the purpose, audience, form, and context of the world around them. Students hone their critical listening and speaking skills as they participate in discussions, provide oral commentaries, and present oral projects.

IB DP English A: Language and Literature Year 1 Higher Level (HL)

Grade Level: 11 **Semesters:** 2

Prerequisite: English 1 and English 2 *IBDP Course Weight in GPA* **Credit:** 1

Over the course of two years, students will analyze both literary and non-literary texts and develop their understanding of how language, culture, and context determine how meaning is constructed. Students will develop their powers of expression, both in oral and written communication as well as will learn to appreciate the formal, stylistic, and aesthetic qualities of texts. Students will also analyze how persuasive language is used in a variety of media such as political speeches, articles, websites, news coverage, advertising, blogs,etc. By examining the role of mass media and how language and images are used, students will be better equipped to understand the purpose, audience, form, and context of the world around them. Students hone their critical listening and speaking skills as they participate in discussions, provide oral commentaries, and present oral projects. Besides in-class assessments, students work on IB Internal and External Assessments, and will complete two IB exams in English Language and Literature in May of the senior year.

Difference Between HL and SL Language and Literature

The model for language A: language and literature is the same at SL and HL, but there are significant quantitative and qualitative differences between the levels. In the literature sections, the number of texts prescribed is greater at HL than at SL. In the language sections, students are generally expected to cover many more texts of all kinds at HL than at SL. In the Paper 1 textual analysis, SL students address and analyze only one passage, while HL students analyze two passages. HL students also have to prepare an HL essay where they develop a critical response on an original line of inquiry. Both SL and HL students will do a Paper Two comparative analysis of literature and an individual oral commentary.

English 3 (non-DP)

Grade Level: 11 **Semesters:** 2

Prerequisite: English 1 and English 2 **Credit:** 1

This course is taught concurrently with the IB English Literature and Language Standard Level course and has a similar curriculum. Over the course of two years, students will analyze both literary and non-literary texts and develop their understanding of how language, culture, and context determine how meaning is constructed. Students will develop their powers of expression, both in oral and written communication as well as will learn to appreciate the formal, stylistic, and aesthetic qualities of texts. Students will also analyze how persuasive language is used in a variety of media such as political speeches, articles, websites, news coverage, advertising, blogs,etc. By examining the role of mass media and how language and images are used, students will be better equipped to understand the purpose, audience, form, and context of the world around them. Students hone their critical listening and speaking skills as they participate in discussions, provide oral commentaries, and present oral projects. Though this is taught concurrently with IB DP English Language and Literature SL, English 3 students do not sit for the IB exam

IB DP English A: Language and Literature Year 2 Higher Level (HL)

Grade Level: 12 **Semesters:** 2

Prerequisite: English 1, English 2, IB DP Literature Y1 *IBDP Course Weight in GPA* **Credit:** 1

This is the second year of a two-year course HL Language and Literature. Year Two focuses on literary works and examines the changing historical, cultural, and social contexts in which texts are written and received. Students will demonstrate how the formal elements of the text, genre, and structure can influence meaning and will understand how attitudes and values are expressed in literary works. Students will explore literary

texts in detail and will analyze the author's technique and style in shaping the meaning or theme of a text. Students will have an oral commentary in January where students will comment on a literary extract from the fall semester. The formal examination in May includes two essay papers: one requires analysis of unseen non-literary texts, and the second paper includes a response to a question based on the literary works studied that spring semester. Students in this course complete Internal Assessments and in May sit for the External Assessments for the IB DP English Language and Literature HL exam.

For detail on the differences between HL and SL English Language and Literature, please see the course description for Year 1 of this course.

IB DP English A: Language and Literature Year 2 Standard Level (SL)

Grade Level: 12 **Semesters:** 2

Prerequisite: English 1, English 2, English 3 *IBDP Course Weight in GPA* **Credit:** 1

IB DP English A: Language and Literature Year 2 focuses on literary works and examines the changing historical, cultural, and social contexts in which texts are written and received. Students will demonstrate how the formal elements of the text, genre, and structure can influence meaning and will understand how attitudes and values are expressed in literary works. Students will explore literary texts in detail and will analyze the author's technique and style in shaping the meaning or theme of a text. Students hone their critical listening and speaking skills as they participate in discussions, and present oral projects. Students in this course complete Internal Assessments and in May sit for the External Assessments for the IB DP English Language and Literature SL exam.

For detail on the differences between HL and SL English Language and Literature, please see the course description for Year 1 of this course.

English 4 (non-DP)

Grade Level: 12 **Semesters:** 2

Prerequisite: English 1, English 2, English 3 **Credit:** 1

This course focuses on literary works and examines the changing historical, cultural, and social contexts in which texts are written and received. Students will demonstrate how the formal elements of the text, genre, and structure can influence meaning and will understand how attitudes and values are expressed in literary works. Students will explore literary texts in detail and will analyze the author's technique and style in shaping the meaning or theme of a text. Students hone their critical listening and speaking skills as they participate in discussions, and present oral projects. Students in English 4 will not sit for the IB DP English Language and Literature IB exam in May of their senior year.

Group 2: Language Acquisition

French 1a

Grade Level: 6 **Semesters:** 2

Prerequisite: None **Credit:** 0.5

This middle school course counts for one half high school credit, the first half of French 1.

In French 1a, students engage in the two areas of communication (oral,and written) through a range of activities. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, students build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, students engage in basic communication with learned phrases, simple questions and answers, descriptions of people and things and narration in the present tense. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

Spanish 1a

Grade Level: 6 **Semesters:** 2

Prerequisite: None **Credit:** 0.5

This middle school course counts for one half high school credit, the first half of Spanish 1.

In Spanish 1a, students engage in the three areas of communication (oral and written) through a range of activities. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore the different Spanish-speaking countries and distinctive hispanic cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, students build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, students engage in basic communication with learned phrases, simple questions and answers, descriptions of people and things and narration in the present tense. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

French 1b

Grade Level: 7 **Semesters:** 2

Prerequisite: French 1a **Credit:** 0.5

This middle school course counts for one half high school credit, the second half of French 1.

French 1b is the second half of a two-year program in which students engage in the two areas of communication (oral and written) through a range of activities. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, students build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, students engage in basic communication with learned phrases, simple questions and answering, simple descriptions of people and things, simple narration in the present, past and future tense, and simple explanations. Emphasis is

placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

Spanish 1b

Grade Level: 7 **Semesters:** 2

Prerequisite: Spanish 1a **Credit:** 0.5

This middle school course counts for one half high school credit, the second half of Spanish 1.

Spanish 1b is the second half of a two-year program in which students engage in the two areas of communication (oral, and written) through a range of activities. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore the distinctive Spanish-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, students build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, students engage in basic communication with learned phrases, simple question and answering, simple descriptions of people and things, simple narration in the present tense, past tense, and simple explanations. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

French 2a

Grade Level: 8 **Semesters:** 2

Prerequisite: French 1 **Credit:** 0.5

This middle school course counts for one half high school credit, the first half of French 2.

French 2a is a one-year course in which students engage in the two areas of communication (oral and written) while enhancing their knowledge of the Francophone world in comparison to their own culture. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, students build upon their knowledge of other disciplines and develop insight into their own language. Higher level oral and written communication skills are emphasized through simulations of real-life situations and creative problem solving. Linguistically, students are introduced to creative communication, asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present tense, past (passé composé vs. imparfait), and future; and expression of personal wishes and needs. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

Spanish 2a

Grade Level: 8 **Semesters:** 2

Prerequisite: Spanish 1 **Credit:** 0.5

This middle school course counts for one half high school credit, the first half of Spanish 2. Spanish 2a is a one-year course in which students engage in the two areas of communication (oral and written) while enhancing their knowledge of the Spanish-speaking world in comparison to their own culture. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore the distinctive Spanish-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, students build upon their knowledge of other disciplines and develop insight into their own language. Higher level oral and written communication skills are emphasized through simulations of real-life situations and creative problem solving. Linguistically, students are introduced to creative communication, asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present tense and the past tenses (pretérito vs. imperfecto). Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

French 2b

Grade Level: 9 **Semesters:** 2

Prerequisite: French 2a **Credit:** 0.5

This high school course counts for one half credit, the second half of French 2. French 2b is a one-year course in which students engage in the two areas of communication (oral and written) while enhancing their knowledge of the Francophone world in comparison to their own culture. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, students continue to build upon their knowledge of other disciplines and develop insight into their own language. Higher level oral and written communication skills are emphasized through simulations of real-life situations and creative problem solving. Linguistically, students continue their study in creative communication, asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present tense, past (passé composé vs. imparfait), and future; and expression of personal wishes and needs. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

Spanish 2b

Grade Level: 9 **Semesters:** 2

Prerequisite: Spanish 2a **Credit:** 0.5

This high school course counts for one half credit, the second half of Spanish 2. Spanish 2b is a one-year course in which students engage in the two areas of communication (oral, written) while enhancing their knowledge of the Spanish speaking world in comparison to their own culture. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore the Spanish speaking world and the distinctive Spanish-speaking cultures to build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, students build upon their knowledge of other disciplines and develop insight into their own language. Students are introduced to a higher level oral and written communication skills are emphasized through simulations of real-life situations and creative problem solving. Linguistically, students are introduced to creative communication, asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present tense, past tenses (preterite vs. imperfect), and future; and expression of personal wishes and needs. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

French 1

Grade Level: 8-11 **Semesters:** 2

Prerequisite: None **Credit:** 1

In French 1, students engage in the two areas of communication (oral and written) through a range of activities. The teacher concentrates on each of the macro-skills of language - listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and understanding of French, students build on their knowledge of other disciplines and develop insight into their own language. Linguistically, students engage in basic communication with learned phrases, simple question and answering, simple descriptions of people and things, simple narration in the present, past and future tense and simple explanations. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

Spanish 1

Grade Level: 9-10 **Semesters:** 2

Prerequisite: None **Credit:** 1

In Spanish 1, students engage in the two areas of communication (oral and written) through a range of activities. The teacher concentrates on each of the macro-skills of language - listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore Spanish speaking countries and the distinctive Spanish-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, students build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, students engage in basic communication with learned phrases, simple question and answering, simple descriptions of people and things, simple narration in the present, past and future tense, and simple explanations. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture and environments and ideas.

French 2

Grade Level: 9 **Semesters:** 2

Prerequisite: French 1 (or 1a and 1b) **Credit:** 1

In French 2 students engage in the two areas of communication (oral and written) while enhancing their knowledge of the Francophone world in comparison to their own culture. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, students continue to build upon their knowledge of other disciplines and develop insight into their own language. Higher level oral and written communication skills are emphasized through simulations of real-life situations and creative problem solving. Linguistically, students Linguistically, students are introduced to creative communication, asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present tense, past (passé composé vs. imparfait), and future; and expression of personal wishes and needs. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

Spanish 2

Grade Level: 9 **Semesters:** 2

Prerequisite: Spanish 1 (or 1a and 1b) **Credit:** 1

In Spanish 2 students engage in the two areas of communication (oral, written) while enhancing their knowledge of the hispanophone world in comparison to their own culture. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore Mexico and the distinctive Spanish-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, students continue to build upon their knowledge of other disciplines and develop insight into their own language. Higher level oral and written communication skills are emphasized through simulations of real-life situations and creative problem solving. Linguistically, students Linguistically, students are introduced to creative communication, asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present tense, past (pretérito vs. imperfecto), and future; and expression of personal wishes and needs. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

French 3

Grade Level: 10 **Semesters:** 2

Prerequisite: French 2 (or French 2a and 2b) **Credit:** 1

In this course, students will refine the four macro-skills of language (speaking, writing, listening and reading). Emphasis will be placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas. Through the study and use of French, they will build upon their knowledge of other disciplines and develop insight into their own language. Authentic materials will be used to enhance the students' knowledge of the Francophone world. Each unit will be organized under key and related concepts, and be presented in a global context. The units will include a study of key words related to the theme of the unit. Students will engage in extended conversations and compositions using complex sentences and appropriate pronouns; more complex comparisons of people, things, and actions; extended narration of past, present, future and conditional events; as well as the expression of emotions, wishes and hypotheses. Students will participate in activities designed to develop their approaches to learning skills. In addition, they will have opportunities to reflect on IB learner profile traits related to each unit.

Spanish 3

Grade Level: 10 **Semesters:** 2

Prerequisite: Spanish 2 **Credit:** 1

In this course, students will refine the four macro-skills of language (speaking, writing, listening and reading). Emphasis will be placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas. Through the study and use of Spanish, they will build upon their knowledge of other disciplines and develop insight into their own language. Authentic materials will be used to enhance the students' knowledge of the Spanish-speaking world. Each unit will be organized under key and related concepts, and be presented in a global context. The units will include a study of key words related to the theme of the unit. Students will engage in extended conversations and compositions using complex sentences and appropriate pronouns; more complex comparisons of people, things, and actions; extended narration of past, present, future and conditional events; as well as the expression of emotions, wishes and hypotheses. Students will participate in activities designed to develop their approaches to learning skills. In addition, they will have opportunities to reflect on IB learner profile traits related to each unit.

IB DP French or Spanish B ab initio Year 1 SL

Grade Level: 11 **Semesters:** 2

Prerequisite: None **Credit:** 1

This is the first year of the IB DP French or Spanish Ab initio course, which is designed for students who had little to no knowledge of the language prior to acceptance into the IB Diploma Program. The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations. At the end of the Ab Initio course, the students will be required to understand and use accurately the essential spoken and written forms of the language in a limited range of situations. Students will need to understand and use a limited range of vocabulary in common usage, use a register that is generally appropriate to the situations and show an awareness of some elements of the cultures related to the francophone/hispanophone world. Students will complete IB Internal Assessments in class, and sit for External Assessments of the IB DP ab initio exam in May of their senior year.

IB DP French or Spanish B Year 1 SL & HL

Grade Level: 11 **Semesters:** 2

Prerequisite: French or Spanish 2 or 3 *IBDP Course Weight in GPA* **Credit:** 1

This course is the first year of a two-year IB DP French or Spanish course, designed for students in the IB Diploma Program. Students must have taken two or more years of the language for high school credit to be prepared for the IB DP Spanish course. The course offers students an enriched, advanced study of language, literature and culture with relevance to international societies. The focus will be on communication with equal emphasis on listening, reading, and writing as well as knowledge, understanding, thinking, inquiry, communication and application. The essentials of grammar are systematically reviewed as well as specific vocabulary topics. The objective is to develop and strengthen, through texts and social interaction, an appreciation of diverse cultures and different perspectives. To accomplish this objective, students are immersed in culturally rich environments in which they are actively involved. Students are assessed on their ability to communicate effectively and accurately, incorporating the language into their daily lives. Besides in-class assessments, students work on IB Internal and External Assessments, and will complete the IB DP exam in May of their senior year.

French 4 (co-seat)

Grade Level: 11 **Semesters:** 2

Prerequisite: French 1-3 **Credit:** 1

This course is taught concurrently with the IB DP French course and has a similar curriculum. Students will be challenged to understand and communicate in French, but assessment scoring will be less rigorous than in IB DP French. The course offers students an enriched, advanced study of language, literature and culture with relevance to international societies. The focus will be on communication with equal emphasis on listening, reading, and writing as well as knowledge, understanding, thinking, inquiry, communication and application. The essentials of grammar are systematically reviewed as well as specific vocabulary topics. The objective is to develop and strengthen, through texts and social interaction, an appreciation of diverse cultures and different perspectives. To accomplish this objective, students are immersed in culturally rich environments in which they are actively involved. Students are assessed on their ability to communicate effectively and accurately, incorporating the language into their daily lives. Students in French 4 will not sit for the IB exam.

Spanish 4 (co-seat)

Grade Level: 11 **Semesters:** 2

Prerequisite: Spanish 1-3 **Credit:** 1

This course is taught concurrently with the IB Spanish course and has a similar curriculum. Students will be challenged to understand and communicate in Spanish, but assessment scoring will be less rigorous than in IB Spanish. The course offers students an enriched, advanced study of language, literature and culture with relevance to international societies. The focus will be on communication with equal emphasis on listening, reading, and writing as well as knowledge, understanding, thinking, inquiry, communication and application. The essentials of grammar are systematically reviewed as well as specific vocabulary topics. The objective is to develop and strengthen, through texts and social interaction, an appreciation of diverse cultures and different perspectives. To accomplish this objective, students are immersed in culturally rich environments in

which they are actively involved. Students are assessed on their ability to communicate effectively and accurately, incorporating the language into their daily lives. Students in Spanish 4 will not sit for the IB exam.

IB DP French or Spanish B ab initio Year 2 SL

Grade Level: 12 **Semesters:** 2

Prerequisite: IB DP French B Ab initio Y1 *IBDP Course Weight in GPA* **Credit:** 1

This is the second year of the IB DP French or Spanish ab initio course, which is designed for students who had little to no knowledge of the language prior to acceptance into the IB Diploma Program. The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations. At the end of the Ab Initio course, the students will be required to understand and use accurately the essential spoken and written forms of the language in a limited range of situations. Students will need to understand and use a limited range of vocabulary in common usage, use a register that is generally appropriate to the situations and show an awareness of some elements of the cultures related to the francophone / hispanophone world. Students will complete IB Internal Assessments in class, and sit for External Assessments of the IB DP ab initio exam in May of their senior year.

IB DP French or Spanish B Year 2 SL & HL

Grade Level: 12 **Semesters:** 2

Prerequisite: French or Spanish 1, 2, IB DP Y1 *IBDP Course Weight in GPA* **Credit:** 1

This course is the second year of a two-year IB DP French or Spanish course, designed for students in the IB Diploma Program. The course offers students an enriched, advanced study of language, literature and culture with relevance to international societies. The focus will be on communication with equal emphasis on listening, reading, and writing as well as knowledge, understanding, thinking, inquiry, communication and application. The essentials of grammar are systematically reviewed as well as specific vocabulary topics. The objective is to develop and strengthen, through texts and social interaction, an appreciation of diverse cultures and different perspectives. To accomplish this objective, students are immersed in culturally rich environments in which they are actively involved. Students are assessed on their ability to communicate effectively and accurately, incorporating the language into their daily lives. Besides in-class assessments, students work on IB Internal and Assessments, and will complete the External Assessments of the IB DP exam in May of their senior year.

Group 3: Individuals and Societies

World Cultures

Grade Level: 6 **Semesters:** 2

Prerequisite: None **Credit:** 0

World Cultures is a year-long course studying cultures of people in major world regions and their interactions with the geography they inhabit. Some examples of the instructional approaches used to examine these themes include discussion, debate, role-playing, lecture, and individual and group projects. Students will read

both the major text and in supplementary sources. They will refine many of the skills vital to success in future history and geography courses, including the analysis of maps, statistics, documents and the ability to express their analysis of events in writing. Summative assessments are in the form of tests that consist of both objective and essay questions, as well as projects and papers.

Texas History

Grade Level: 7 **Semesters:** 2

Prerequisite: None **Credit:** 0

In Grade 7, students will examine the full scope of Texas history, from Natural Texas and European Contact through Early Statehood and on to Texas as a Contemporary State. In this course, students will examine Texas' diverse physical and human geographies, as well as its rich history of political structures and cultural movements. Each era will focus on key individuals, events, issues and their impact. Students will study primary and secondary sources throughout the course in combination with their textbook. Students will work on their skills in Knowing and Understanding, Investigating, Communicating, and Thinking Critically.

United States History to 1877

Grade Level: 8 **Semesters:** 2

Prerequisite: None **Credit:** 0

Students study the history of the United States from the early colonial period through Reconstruction. The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.In May students will take the state STAAR test in United States History to 1877.

World Geography

Grade Level: 9 **Semesters:** 2

Prerequisite: None **Credit:** 1

World Geography is a survey course of physical features of the earth, and of human activity as it affects and is affected by the environment and its development. The scope of this course will focus on transferable concepts and skills that can be applied to the various themes of geography and throughout different times. In this fast-paced course, students will seek a balance between breadth and depth, and will examine topics like the impact of geographic factors on major regions and civilizations; the concept of absolute and relative positions on the earth's surface; the significance of physical and human characteristics integration that define

place, the human/environmental interactions that shape the landscape, geographical movement, settlement, and people interaction through migration, communication, and transportation; the connections between major developments in science and technology.

World History

Grade Level: 10 **Semesters:** 2

Prerequisite: None **Credit:** 1

World History examines the progress of civilization from the middle ages through the modern era. The course is based on five units; Networks of Exchange, Trans-oceanic Interconnections, Revolutions, Industrialization and its Consequences and Global ConflictThemes explored include Innovation and Revolution, Culture and Power, Globalization, Perspective, Change, and Global Interaction. Students will use primary sources, selected readings, and documents as they explore these themes throughout world history.

IB DP History Year 1: Americas SL & HL

Grade Level: 11 **Semesters:** 2

Prerequisite: World Geography and World History IBDP Course Weight in GPA **Credit:** 1

This course is the first year of a two-year IB History course, designed for students in the IB Diploma Program. In addition to covering the required state curriculum for a United States since Reconstruction history course, it addresses the IB History Higher Level regional option of history of the Americas. Students examine and analyze United States History from European colonization to the present, with a focus upon the history of the United States after the Civil War. The course is comparative in nature, examining links between United States, Latin American, and Canadian history. History is explored along three themes: intellectual and cultural history, political and diplomatic history and social and economic history. Students develop investigative skills of source analysis and gathering and interpreting information, analytical and decision-making skills, and the ability to organize and present knowledge and analysis both in writing and orally. An emphasis is placed upon college-level analysis and writing skills, both through in-class essays and a major research paper known as the Historical Investigation. This Historical Investigation serves as practice for the Internal Assessment to be completed in this second year of IB History. In May of the junior year, students will take the state high school End of Course (EOC) STAAR test for United States History Since Reconstruction. Students will complete the IB DP exam in History in May of the senior year.

American History Since Reconstruction (co-seat)

Grade Level: 11 **Semesters:** 2

Prerequisite: World Geography and World History3 **Credit:** 1

This course is taught concurrently with the IB History Year 1: Americas course and has a similar curriculum. Students will be challenged to think critically and express their analysis of historical events both orally and in writing, but assessment will be less rigorous than in IB History. In addition to covering the required state curriculum for a United States since Reconstruction history course, relevant Canadian and Latin American history is analyzed from a comparative perspective. Students examine and analyze United States History from European colonization to the present, with a focus upon the history of the United States after the Civil War. History is explored along three themes: intellectual and cultural history, political and diplomatic history

and social and economic history. Students develop investigative skills of source analysis and gathering and interpreting information, analytical and decision-making skills, and the ability to organize and present knowledge and analysis both in writing and orally. An emphasis is placed upon college-level analysis and writing skills, both through in-class essays and a major research paper. Students in American History Since Reconstruction will not sit for the IB exam. In May students will take the state high school End of Course (EOC) STAAR test for United States History Since Reconstruction.

IB DP History Year 2: 20th Century World Topics SL & HL

Grade Level: 12 **Semesters:** 2

Prerequisite: World Geography, World History, IB DP History Y1 IBDP Course Weight in GPA **Credit:** 1

This course is the second year of a two-year IB History course, designed for students in the IB Diploma Program. The course is comparative in nature, examining links between United States, Latin American, and Canadian history, particularly in the 20th century. Topics studied in the 20th century world are Rights & Protest, Authoritarian States, and Causes & Effects of 20th Century Wars. Topics are explored through a comparison of the history of selected countries such as Russia, China, South Africa and the Americas.Students develop investigative skills of source analysis and gathering and interpreting information, analytical and decision-making skills, and the ability to organize and present knowledge and analysis both in writing and orally. An emphasis is placed upon college-level analysis and writing skills, both through in-class essays and a major research paper known as the Historical Investigation, which serves as the Internal Assessment for the IB History exam. Students will complete the External Assessments of the IB exam in History in May of the senior year.

20th Century World Topics (co-seat)

Grade Level: 12 **Semesters:** 2

Prerequisite: World Geography, World History,US History 1877-Present **Credit:** 1

This course is taught concurrently with the second year of the IB DP History course, and has a similar curriculum, but assessment is less rigorous than IB DP History. The course is comparative in nature, examining links between United States, Latin American, and Canadian history, particularly in the 20th century. Topics in the 20th century world such as the Cold War and the rise and rule of single party states are explored through a comparison of the history of selected countries in the Americas as well as countries such as Russia and China. Students develop investigative skills of source analysis and gathering and interpreting information, analytical and decision-making skills, and the ability to organize and present knowledge and analysis both in writing and orally. An emphasis is placed upon college-level analysis and writing skills, both through in-class essays and a major research paper known as the Historical Investigation. Students in 20th Century World Topics will not sit for the IB exam.

Group 4: Experimental Sciences

Science 6

Grade Level: 6 **Semesters:** 2

Prerequisite: None **Credit:** 0

6th grade science includes several pockets of study including chemistry, physics, earth science, biology, and astronomy. Various methods of educational experiences are offered in each of the units including but not limited to formal lab write ups, research, hands-on labs, virtual labs, and projects.

Science 7

Grade Level: 7 **Semesters:** 2

Prerequisite: None **Credit:** 0

With an emphasis on life science, this course will introduce science topics that include biology, anatomy and ecology as well as brief explorations in physics, chemistry, astronomy and geological science. In this class, students will learn the process of a formal lab write up, critical thinking skills, lab procedures and analytical skills, along with ATL and scientific skills. Students will learn through a variety of methods and challenges. With an emphasis on service learning, projects enable students to have choices in products as well as make connections with other academic disciplines.

Science 8

Grade Level: 8 **Semesters:** 2

Prerequisite: None **Credit:** 0

Using Texas Essential Knowledge and Skills (TEKS) and the MYP IB framework as guides, this course will cover science topics that include physics, chemistry, astronomy, ecology, and geological science. In late April, students will take the standardized (STAAR) test. Blending creative and critical thinking skills, students will complete independent inquiry in which they design and implement experiments then process, analyze and evaluate results. Students will apply and communicate their understanding in a variety of forms including formal lab write ups, poster presentations, creative writing, building models and visual art.

Biology I

Grade Level: 9 **Semesters:** 2

Prerequisite: None **Credit:** 1

This course will address these and other questions as we engage in a year-long consideration of what it means to be living. We will evaluate the factors that determine interactions in biological systems. A balance of

laboratory investigation with interactive class activities will introduce the fundamental concepts and guiding principles of biology, and provide opportunities to develop and apply analytical skills. Throughout our course, we will explore global connections and human impacts relevant to biology. Units of study are designed to stimulate curiosity and inquiry as we tackle problem solving, construct explanations, judge arguments and learn to make informed decisions regarding scientific research. With each new unit, unifying key and related concepts will guide our discussions and help us to connect the “big ideas” within the field of Biology. The curriculum includes Ecology, Biodiversity, Evolution, Chemistry of life (Matter, energy, biomolecules, enzymes), Cellular systems, Viruses, Physiological systems (Plants and animals) and Genetics and heredity. In May students will take the state high school End of Course (EOC) STAAR test for Biology. The knowledge acquired in grade 9 will set the foundation for DP Biology.

Chemistry I

Grade Level: 10 **Semesters:** 2

Prerequisite: Passing grade in Algebra I **Credit:** 1

Students will study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Algebra I skills are used throughout the year in every unit. Information learned in grade 10 will set the foundation for anyone looking to advance to DP Chemistry.

IB DP Biology Year 1 SL & HL

Grade Level: 11 **Semesters:** 2

Prerequisite: Biology I and Chemistry I IBDP Course Weight in GPA **Credit:** 1

This course is the first year of a two-year IB Biology course, designed for students in the IB Diploma Program. The core curriculum includes cells, the chemistry of life, cell respiration and photosynthesis, genetics, ecology and evolution, human health and physiology and plant science. Students will conduct very extensive and intensive qualitative and quantitative laboratory investigations that will allow them to apply various scientific methods and techniques; develop hypotheses; use variables; collect, manipulate, graph, and interpret data; and develop critical-thinking and problem solving skills. As a result of their endeavors, students will realize the importance of laboratory investigation within the world of science. In addition, they will learn and develop the skills necessary to research, organize and conduct an independent scientific investigation. This course will teach students the expectations of working in the sciences and also prepare them for the rigors of studying at the college level. Besides in-class assessments, students work on IB Internal Assessments, and will complete the IB exam in Biology in May of the senior year.

IB DP Chemistry Year 1 SL & HL

Grade Level: 11 **Semesters:** 2

Prerequisite: Biology I & Chemistry I IBDP Course Weight in GPA **Credit:** 1

This course is the first year of a two-year IB Chemistry course, designed for students in the IB Diploma Program. The core curriculum includes stoichiometry, atomic theory, periodicity, bonding, states of matter,

energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Students will conduct very extensive and intensive qualitative and quantitative laboratory investigations that will allow them to apply various scientific methods and techniques; develop hypotheses; use variables; collect, manipulate, graph, and interpret data; and develop critical-thinking and problem solving skills. As a result of their endeavors, students will realize the importance of laboratory investigation within the world of science. In addition, they will learn and develop the skills necessary to research, organize and conduct an independent scientific investigation. This course will teach students the expectations of working in the sciences and also prepare them for the rigors of studying at the college level. Besides in-class assessments, students work on IB Internal Assessments, and will complete the IB exam in Chemistry in May of the senior year.

IB DP Design Year 1 SL

Grade Level: 11 **Semesters:** 2

Prerequisite: Design Technology I IBDP Course Weight in GPA **Credit:** 1

This is the first year of the two year IB Diploma Program Design Technology course. Design has resulted in the transformation of human life and society. It gives the creativity of the mind tangible form, and through the application of established design principles, competent design is within the reach of all. In this course, students will further explore and implement the IB Design Cycle that was introduced in previous design courses. They will develop their skills of analysis, design development, and synthesis, as they explore topics including: Ergonomics, Resource Management and Sustainable Production, Modeling, Final Production, Innovation and Design, and Classic Design. Additional Higher Level topics may include: User-centered Design, Sustainability, Innovation and Markets, and Commercial Production. **Note:** IB DP Design counts as a Science course both for IB Diploma and Texas graduation requirements.

IB DP Design Year 2 SL

Grade Level: 12 **Semesters:** 2

Prerequisite: IB DP Design Year 1 IBDP Course Weight in GPA **Credit:** 1

This is the second year of the two year IB Diploma Program Design Technology course. Design has resulted in the transformation of human life and society. It gives the creativity of the mind tangible form, and through the application of established design principles, competent design is within the reach of all. In this course, students will further explore and implement the IB Design Cycle that was introduced in previous design courses. They will develop their skills of analysis, design development, and synthesis, as they explore topics including: Ergonomics, Resource Management and Sustainable Production, Modeling, Final Production, Innovation and Design, and Classic Design. Additional Higher Level topics may include: User-centered Design, Sustainability, Innovation and Markets, and Commercial Production. At the end of this course, students will sit for the IB DP examinations in Design. **Note:** IB DP Design counts as a Science course both for IB Diploma and Texas graduation requirements.

IB DP Environmental Systems and Societies Year 1 SL

Grade Level: 11 **Semesters:** 2

Prerequisite: Biology I and Chemistry I or IPC IBDP Course Weight in GPA **Credit:** 1

Environmental Systems and Societies is a standard level course taught over 2 years that encompasses methodologies, techniques and knowledge from group 3 (individuals and societies) and group 4 (sciences) subject areas. The course examines environmental systems holistically, within both biological and social frameworks and provides a balance between philosophical discussion and practical application. Dynamics of populations, species interactions and the flow of energy and matter are explored within an ecosystems framework. Practical work will build skills relevant to the field of environmental sciences. The concept of biodiversity is examined through specific examples and case studies along with an introduction to conservation biology. Students will develop an understanding of the systems and infrastructure important to human society. Human impacts on soil, water and air are explored, along with challenges relating to food systems and agriculture. Students will develop an appreciation for the complexities and controversies surrounding energy production and global climate change and will apply the concept of sustainability to management and conservation strategies for earth's natural resources. Throughout the course, students will be encouraged to problem solve from a personal to community and global scale. Students will complete the External Assessments of the IB exam in May of the senior year.

Environmental Science 1 (non-DP)

Grade Level: 11 **Semesters:** 2

Prerequisite: Biology I and Chemistry I or IPC **Credit:** 1

This course is similar to IB DP Environmental Systems and Societies, but students in this course do not sit for the IB exam. The course examines environmental systems holistically, within both biological and social frameworks and provides a balance between philosophical discussion and practical application. Dynamics of populations, species interactions and the flow of energy and matter are explored within an ecosystems framework. Practical work will build skills relevant to the field of environmental sciences. The concept of biodiversity is examined through specific examples and case studies along with an introduction to conservation biology. Students will develop an understanding of the systems and infrastructure important to human society. Human impacts on soil, water and air are explored, along with challenges relating to food systems and agriculture. Students will develop an appreciation for the complexities and controversies surrounding energy production and global climate change and will apply the concept of sustainability to management and conservation strategies for earth's natural resources. Throughout the course, students will be encouraged to problem solve from a personal to community and global scale.

IB DP Biology Year 2 SL & HL

Grade Level: 12 **Semesters:** 2

Prerequisite: Biology I and Chemistry I, IB DP Biology Y1 IBDP Course Weight in GPA **Credit:** 1

This course is the second year of a two-year IB Biology course, designed for students in the IB Diploma Program. The core curriculum includes cells, the chemistry of life, cell respiration and photosynthesis, genetics, ecology and evolution, human health and physiology and plant science. Students will conduct very extensive and intensive qualitative and quantitative laboratory investigations that will allow them to apply various scientific methods and techniques; develop hypotheses; use variables; collect, manipulate, graph, and interpret data; and develop critical-thinking and problem solving skills. As a result of their endeavors, students will realize the importance of laboratory investigation within the world of science. In addition, they will learn and develop the skills necessary to research, organize and conduct an independent scientific investigation. This course will teach students the expectations of working in the sciences and also prepare them for the

rigors of studying at the college level. Besides in-class assessments, students work on IB Internal Assessments, and will complete the External Assessments of the IB exam in Biology in May of the senior year.

IB DP Chemistry Year 2 SL & HL

Grade Level: 12 **Semesters:** 2

Prerequisite: Biology I and Chemistry I, IB DP Chemistry Y1 IBDP Course Weight in GPA **Credit:** 1

This course is the second year of a two-year IB Chemistry course, designed for students in the IB Diploma Program. The core curriculum includes stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Students will conduct very extensive and intensive qualitative and quantitative laboratory investigations that will allow them to apply various scientific methods and techniques; develop hypotheses; use variables; collect, manipulate, graph, and interpret data; and develop critical-thinking and problem solving skills. As a result of their endeavors, students will realize the importance of laboratory investigation within the world of science. In addition, they will learn and develop the skills necessary to research, organize and conduct an independent scientific investigation. This course will teach students the expectations of working in the sciences and also prepare them for the challenges of studying at the college level. Besides in-class assessments, students work on IB Internal Assessments, and will complete the External Assessments of the IB exam in Chemistry in May of the senior year.

IB DP Design Year 1 SL

Grade Level: 11 **Semesters:** 2

Prerequisite: Bio, Chem, Design Technology 1, IB DP Design Y1 IBDP Course Weight in GPA **Credit:** 1

This is the second year of the two year IB Diploma Program Design Technology course. Design has resulted in the transformation of human life and society. It gives the creativity of the mind tangible form, and through the application of established design principles, competent design is within the reach of all. In this course, students will further explore and implement the IB Design Cycle that was introduced in previous design courses. They will develop their skills of analysis, design development, and synthesis, as they explore topics including: Ergonomics, Resource Management and Sustainable Production, Modeling, Final Production, Innovation and Design, and Classic Design. Additional Higher Level topics may include: User-centered Design, Sustainability, Innovation and Markets, and Commercial Production.

IB DP Environmental Systems and Societies Year 2 SL

Grade Level: 12 **Semesters:** 2

Prerequisite: Biology I, Chemistry I, IBDP Env. Sys. Y1 SL IBDP Course Weight in GPA **Credit:** 1

This is the second year of Environmental Systems and Societies, a standard level course taught over 2 years. The course encompasses methodologies, techniques and knowledge from group 3 (individuals and societies) and group 4 (sciences) subject areas. Environmental systems are examined holistically, within both biological and social frameworks, with a balance between philosophical discussion and practical application. Dynamics of populations, species interactions and the flow of energy and matter are explored within an ecosystems framework. Practical work will build skills relevant to the field of environmental sciences. The concept of

biodiversity is examined through specific examples and case studies along with an introduction to conservation biology. Students will develop an understanding of the systems and infrastructure important to human society. Human impacts on soil, water and air are explored, along with challenges relating to food systems and agriculture. Students will develop an appreciation for the complexities and controversies surrounding energy production and global climate change and will apply the concept of sustainability to management and conservation strategies for earth's natural resources. Throughout the course, students will be encouraged to problem solve from a personal to community and global scale. Students will complete the External Assessments of the IB exam in May of the senior year.

Environmental Science 2 (non-DP)

Grade Level: 12 **Semesters:** 2

Prerequisite: Biology I and Chemistry I or IPC **Credit:** 1

This course is similar to IB DP Environmental Systems and Societies, but students in this course do not sit for the IB exam. The course examines environmental systems holistically, within both biological and social frameworks and provides a balance between philosophical discussion and practical application. Dynamics of populations, species interactions and the flow of energy and matter are explored within an ecosystems framework. Practical work will build skills relevant to the field of environmental sciences. The concept of biodiversity is examined through specific examples and case studies along with an introduction to conservation biology. Students will develop an understanding of the systems and infrastructure important to human society. Human impacts on soil, water and air are explored, along with challenges relating to food systems and agriculture. Students will develop an appreciation for the complexities and controversies surrounding energy production and global climate change and will apply the concept of sustainability to management and conservation strategies for earth's natural resources. Throughout the course, students will be encouraged to problem solve from a personal to community and global scale.

Group 5: Mathematics

Math 6

Grade Level: 6 **Semesters:** 2

Prerequisite: None **Credit:** 0

This math course covers concepts of number systems, data, and logic with emphasis on the development of operations, graphing skills, and analysis. The class curriculum will focus on solving everyday problems in our world. Learners will use a variety of strategies to create projects. Some of the projects covered in this course will be integrated with the curriculum in other subjects so learners can make cross connections. Students will take the 6th grade STAAR in April.

Math 7

Grade Level: 7 **Semesters:** 2

Prerequisite: Math 6 **Credit:** 0

The primary areas of focus in grade 7 math are number and operations, proportionality, expressions, equations, number relationships, and measurement and data. Students will develop math fluency in rational number operations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations.

This course is not on the traditional math pathway. Please see Meridian Math Track 2 Program for more details regarding classes off the traditional math pathways.

Math 8

Grade Level: 8 **Semesters:** 2

Prerequisite: Math 7 **Credit:** 0

Within a well-balanced mathematics curriculum, the primary focal points of Math 8 representing, applying, and analyzing proportional relationships; using expressions and equations to describe relationships including Pythagorean Theorem; making inferences from data; and financial literacy.

This course is not on the traditional math pathway. Please see Meridian Math Track 2 Program for more details regarding classes off the traditional math pathways.

Pre-Algebra

Grade Level: 7 **Semesters:** 2

Prerequisite: None **Credit:** 0

Pre-Algebra is an advanced course when taken in the 7th grade. This course prepares students to enter the study of Algebra I (a high school credited course). The focus of the course is building the foundation necessary for success in the study of algebra. The course will include several 7th grade TEKS and a comprehensive coverage of 8th grade TEKS. Topics include isolating variables, linear relationships and equations, volume and surface area, transformations, the Pythagorean Theorem, and more. Students will take the 8th grade STAAR in early Spring.

Algebra 1

Grade Level: 8 **Semesters:** 2

Prerequisite: Pre-Algebra **Credit:** 1

This middle school course for high school credit follows the Texas Essential Knowledge and Skills for Algebra 1, and at the end of the year students take the state high school End of Course (EOC) STAAR test for Algebra 1. The Algebra I course will focus on developing basic Algebra skills in such a way that students will connect their learning to real life and other disciplines. Concepts such as linear and quadratic functions will be taught and practiced in the context of real life, stressing holistic learning, intercultural awareness, and communication. The curriculum will emphasize use of correct vocabulary and proper notation. Students will be encouraged to build up the characteristics of the IB learner profile in themselves as they enter the realm of abstract mathematics.

Geometry

Grade Level: 9 **Semesters:** 2

Prerequisite: Algebra 1 **Credit:** 1

The geometry course is an extension of previous math knowledge and is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations, right triangle trigonometry, congruence and similarity, and proofs. This course not only helps students build spatial reasoning, but also introduces them to logic, sets, and probability. There is no required state assessment for this course.

Algebra 2

Grade Level: 10 **Semesters:** 2

Prerequisite: Algebra 1 **Credit:** 1

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts. There is no required state assessment for this course.

Mathematical Models

Grade Level: 10-12 **Semesters:** 2

Prerequisite: Algebra 1 **Credit:** 1

Mathematical Models with Applications is designed for students to receive extra reinforcement of the knowledge and skills from Algebra 1 and Geometry prior to advancing to Algebra 2. The course provides a path for students to succeed in Algebra 2 and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.

Pre-Calculus (Pre-Mathematical Analysis HL)

Grade Level: 10 **Semesters:** 2

Prerequisite: Algebra I, Geometry, Algebra 2 **Credit:** 1

This course is taught concurrently with the 11th grade IB DP Mathematical Analysis Year 1 course and has a similar curriculum. Students taking this class will proceed to the two year Mathematical Analysis HL course. It offers students the chance to explore the widest range of advanced mathematical ideas, and to the greatest depth. Students taking IB Mathematical Analysis SL will be well prepared for university studies highly centered upon mathematics, such as physics, engineering, and mathematics. Besides in-class assessments, students work on IB Internal Assessments, and will complete the IB exam in Mathematical Analysis SL in May of the junior year as well as the IB exam in Mathematical Analysis HL in May of their senior year.

IB DP Mathematical Applications Year 1 SL

Grade Level: 11 **Semesters:** 2

Prerequisite: Algebra I, Geometry, Algebra 2 IBDP Course Weight in GPA **Credit:** 1

This course is the first year of a two-year IB Mathematical Applications SL course, designed for students in the IB Diploma Program. A course for students with varied mathematical backgrounds and abilities. Mathematical Applications emphasizes the application of mathematics, with the largest section upon statistical techniques. Topics include logic, trigonometry, functions and their graphs, statistics, vectors, probability, and financial mathematics. Students are prepared to solve math problems in a variety of settings, developing more sophisticated problem solving and logical thinking. Students taking Math Applications should be well prepared for college-level studies in the social sciences, humanities, languages, or the arts, where they may need to utilize statistics and logical reasoning. Besides in-class assessments, students work on IB Internal Assessments, and will complete the IB exam in Mathematical Applications in May of the senior year.

Pre-Calculus (co-seat)

Grade Level: 11 **Semesters:** 2

Prerequisite: Algebra I, Geometry, Algebra 2 **Credit:** 1

This course is taught concurrently with the IB DP Mathematical Applications Year 1 course and has a similar curriculum. Students will be challenged to think critically, investigate, and solve problems. This course is for students with varied mathematical backgrounds and abilities, and emphasizes the application of mathematics, with the largest section upon statistical techniques. Topics include logic, set theory, trigonometry, functions and their graphs, statistics, vectors, probability, and financial mathematics. Students are prepared to solve math problems in a variety of settings, developing more sophisticated problem solving and logical thinking. Students taking Pre-Calculus as a junior or senior will not be pursuing the IB diploma. As a co-seated course, a student will receive a 10 point curve on all IB graded assessments.

IB DP Mathematical Applications Year 2 SL

Grade Level: 12 **Semesters:** 2

Prerequisite: Algebra I, Geometry, Algebra 2, IB DP Math Applications Y1 IBDP Course Weight in GPA **Credit:** 1

This course is the second year of a two-year IB Mathematical Applications course, designed for students in the IB Diploma Program. A course for students with varied mathematical backgrounds and abilities, Mathematical Applications emphasizes the application of mathematics, with the largest section upon statistical techniques. Topics include logic, trigonometry, functions and their graphs, statistics, vectors, probability, and financial mathematics. Students are prepared to solve math problems in a variety of settings, developing more sophisticated problem solving and logical thinking. Students taking Math Applications should be well prepared for college-level studies in the social sciences, humanities, languages, or the arts, where they may need to utilize statistics and logical reasoning. Besides in-class assessments, students work on IB Internal Assessments, and will complete the External Assessments of the IB exam in Mathematical Applications in May of the senior year.

Statistics (co-seat)

Grade Level: 12 **Semesters:** 2

Prerequisite: Algebra I, Geometry, Algebra 2 **Credit:** 1

This course is taught concurrently with the IB Mathematical Applications Year 2 course and has a similar curriculum, but assessment is less rigorous than in IB DP Math Studies. Students will be challenged to think critically, investigate, and solve problems, but assessment will be less rigorous than in IB Math Studies. This course is for students with varied mathematical backgrounds and abilities, and emphasizes the application of mathematics, with the largest section upon statistical techniques. Topics include logic, set theory, trigonometry, functions and their graphs, statistics, vectors, probability, and financial mathematics. Students are prepared to solve math problems in a variety of settings, developing more sophisticated problem solving and logical thinking. Students taking Math Studies should be well prepared for college-level studies in the social sciences, humanities, languages, or the arts, where they may need to utilize statistics and logical reasoning. Students in Math Studies will not sit for the IB Mathematical Studies exam.

IB DP Mathematical Analysis Year 1 SL

Grade Level: 11 **Semesters:** 2

Prerequisite: Algebra I, Geometry, Algebra 2 IBDP Course Weight in GPA **Credit:** 1

This course is the first year of a two-year IB Mathematical Analysis Standard Level (SL) course, designed for students in the IB Diploma Program. A course for students who enjoy problem solving and exploring mathematical ideas both in the real world and abstractly. Topics include algebra, trigonometry, probability and statistics, and differential and integral calculus. Students taking IB Mathematical Analysis SL should receive the sound mathematical preparation needed for college-level studies in areas such as chemistry, physics, engineering and computer science. Besides in-class assessments, students work on IB Internal Assessments, and will complete the IB exam in Mathematical Analysis SL in May of the senior year.

IB DP Mathematical Analysis Year 2 SL

Grade Level: 12 **Semesters:** 2

Prerequisite: Algebra I, Geometry, Algebra 2, IB DP Math Analysis SL Y1 IBDP Course Weight in GPA **Credit:** 1

This course is the second year of the IB Mathematical Analysis Standard Level (SL) course, designed for students in the IB Diploma Program. A course for students who enjoy problem solving and exploring mathematical ideas both in the real world and abstractly. Topics include algebra, trigonometry, probability and statistics, and differential and integral calculus. Students taking IB Mathematics SL should receive the sound mathematical preparation needed for college-level studies in areas such as chemistry, economics, physics, engineering and computer science. Besides in-class assessments, students work on IB Internal Assessments, and will complete the External Assessments of the IB exam in Mathematical Analysis SL in May of the senior year.

IB DP Mathematical Analysis Year 1 HL

Grade Level: 11 **Semesters:** 2

Prerequisite: Algebra I, Geometry, Algebra 2, Pre-calculus IBDP Course Weight in GPA **Credit:** 1

This is the first year of a two-year IB Mathematical Analysis Higher Level (HL) course. Taking pre-calculus in 10th grade is a prerequisite. This class takes familiar mathematical ideas and extends them to gain a deeper understanding. It also offers the opportunity to explore exciting new ideas such as complex numbers and proof by induction. Students taking IB DP Mathematical Analysis HL will be well prepared for university studies highly centered upon mathematics, such as physics, engineering, and mathematics. Besides in-class assessments, students work on IB Internal Assessments, and complete the SL exam in May of their Junior year as a benchmark for the HL exam taken in May of the senior year.

IB DP Mathematical Analysis Year 2 HL

Grade Level: 12 **Semesters:** 2

Prerequisite: IB DP Math Analysis HL Y1 IBDP Course Weight in GPA **Credit:** 1

This is the second year of a two-year IB Mathematical Analysis Higher Level (HL) course. Taking IB DP Mathematical Analysis HL Year 1 is a prerequisite. Students get to explore exciting new topics such as vectors and differential equations with sophistication and rigor. Students taking IB DP Mathematics HL will be well prepared for university studies highly centered upon mathematics, such as physics, engineering, and mathematics. Besides in-class assessments, students work on IB Internal Assessments, and will complete the IB exam in Mathematical Analysis HL in May of the senior year.

Meridian Math Track 2 Program

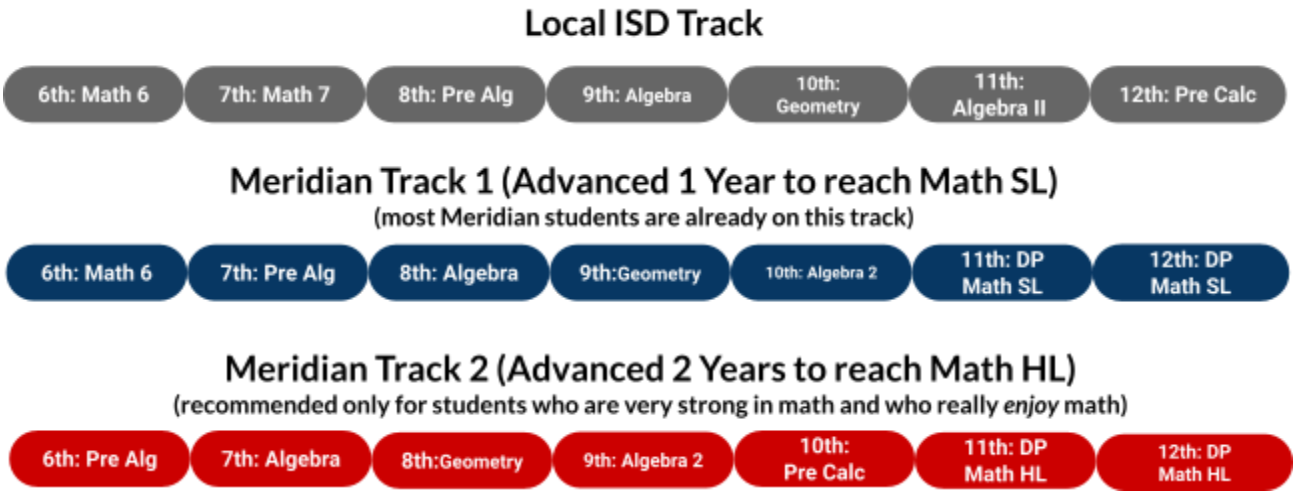
In secondary we offer our students two math track options, **Meridian Track 1 and Track 2**.

Meridian Track 1 is our primary math program at the secondary level. On this track Meridian students are on an advanced math track as compared to students in our surrounding districts. This track is appropriate for the large majority of Meridian School students. Meridian Track 1 leads to **IB Math Analysis Standard Level (SL)** in grades 11th and 12th grade.

Meridian Track 2 is designed for students who wish to take **IB Math Analysis Higher Level (HL)** in their 11th and 12th grade years. IB Math Analysis HL is the highest level math courses offered at Meridian. **This track is quite rigorous and is recommended only for students who are very strong in math and who really enjoy math.** Track 2 may interest students who would like to major in areas such as mathematics, engineering, or physics in college. Students on this track take precalculus in 10th grade, which is the prerequisite for IB Math Analysis HL.

Please Note: Meridian Track 1 and Track 2 both satisfy IB Diploma Requirements. Please know that students on Meridian Track 1 can go on to college and be successful in mathematics, engineering, or physics majors, so don't be discouraged if they do not pass the Credit by Exam (CBE) requirements to get on Meridian Track 2.

Below is a chart that compares the grades and math courses taken on each track.



How to qualify to participate in Meridian's Track 2 Math Program

Students who would like to participate in the accelerated Math Track 2 program must do so by testing out of specific math classes. Students have two options to do this: Scoring an 80 or higher on a CBE or completing and passing an outside accredited course. **A CBE or outside accredited course cannot be used to place a student higher than their grade level in Track 2.**

6th grade students may take a CBE for **Pre-Algebra** in order to be placed in **Algebra I** as a 7th grader.

7th - 9th grade students may take an accredited course through an outside agency (such as UT or Texas Tech) or may take a CBE in order to be placed in the following:

- 7th grade students: **Algebra 1** credit to move to **Geometry** as an 8th grader.
- 8th grade students: **Geometry** credit to move to **Algebra 2** as a 9th grader.

- 9th grade students: **Algebra 2** credit to move to **Pre Calc** as a 10th grader.

Option 1: Maths Credit by Examination

Students can complete an independent self-study and then take a CBE offered through Meridian. A score of **80%** or higher is required on the prerequisite CBE to accelerate in math. **Please review** the self study guides for each math course.

Meridian offers CBE testing four times at no cost prior to the start of the new school year. **CBEs can only be attempted twice.** Not showing up for a CBE will count as one of the student's two testing opportunities. **Read on** our site for more information about Meridian Track 2 Math and taking the CBE. Families not able to attend one of the four school offerings will need to seek assessment from an outside institution, and they are responsible for all fees associated with testing at an outside institution.

Option 2: Take An Outside Accredited Course for High School Credit

7th - 9th grade students may opt to take an accredited Algebra 1, Geometry, or Algebra 2 course outside of Meridian. For example, UT and Texas Tech offer flexible online courses for high school credit. This is the recommended option, as it is most likely to ensure that students are building a strong mathematical foundation for future advanced coursework. You may explore options at:

- **K-16 Education Center at the University of Texas at Austin**
- **Texas Tech University ISD (TTUISD)**

In most cases, these courses are offered in two parts, semester one and semester two. Students must complete both parts of these courses by the new school year and receive an overall passing grade of 70%.

Note: We do not recommend math acceleration for students who achieve less than 80% in the course. However UT and TTUISD offer accredited courses, so per state law a grade of 70% for each part will be accepted if the student and parent choose to move forward with this passing grade. In order to be placed in Meridian Track 2 Math, a transcript showing course completion must be received prior to the first day of the semester.

Group 6: Fine Arts

Music 6

Grade Level: 6 **Semesters:** 2

Prerequisite: None **Credit:** 0

This introductory performing arts course covers basic concepts of music composition, theory, and analysis. The course exposes students to forms, styles and functions of music from a wide range of historical and cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others through experiential learning. 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.

Beginning Band 6

Grade Level: 6 **Semesters:** 2

Prerequisite: None **Credit:** 0

6th grade band is an introductory performing arts course. It includes flutes, clarinets, oboes, saxophones, trumpets, french horns, trombones, baritones, tubas, and percussion. The course covers basic concepts of music composition, theory, and analysis. The course exposes students to forms, styles and functions of music from a wide range of historical and cultural contexts. Students in band will need to provide their own instrument and accessories. Students do not need to have any outside musical experience to enroll. Students will participate in a fall and spring evening performance.

Beginning Orchestra 6

Grade Level: 6 **Semesters:** 2

Prerequisite: None **Credit:** 0

6th Grade string orchestra is a performing arts course. The class includes the violin, viola, cello, and double bass. Students who play classical guitar and have 1-2 years of playing experience from an outside private lesson teacher may join this ensemble. The course covers basic concepts of music composition, theory, and analysis. The course exposes students to forms, styles and functions of music from a wide range of historical and cultural contexts. Students in string orchestra will need to provide their own instrument and accessories. Students do not need to have any outside musical experience to enroll. Students will participate in a fall and spring evening performance.

Beginning Choir 6

Grade Level: 6 **Semesters:** 2

Prerequisite: None **Credit:** 0

This choir is for all those students who enter the sixth grade with a desire to sing. This introductory performing arts course covers basic concepts of music composition, theory, and analysis. The course exposes students to forms, styles and functions of music from a wide range of historical and cultural contexts. Students will learn to read music, sing with a group, and perform. There should be a heavy interest in improving one's ability to sing and perform. Students will participate in a fall and spring evening performance.

Theater 7

Grade Level: 7 **Semesters:** 2

Prerequisite: None **Credit:** 0

The course will be structured around five units of investigation: drama as literature, acting, theater history, class play production, and theatrical design. Students will gain an understanding of the nature of theater, its place and its contributions to societies all over the world with the aim of becoming lifelong theatergoers and participants. Students will have the opportunity to read and see a variety of plays. Students are required to see one live play in person over the course of the year. In addition, they will have the opportunity to explore scripts that are within their interests to begin the journey of discovering the humanity theater expresses of all

of us. Theatrical techniques and styles will be practiced including ensemble work, characterization, script analysis, the integral nature of theatrical elements such as set, props, costumes, sound, and lighting, as well as a class production. Independent research and study, peer response and peer coaching, and self-assessment are an integral part of the course work. Students will keep a process journal of their experiences during the course.

Art 8

Grade Level: 8 **Semesters:** 2

Prerequisite: None **Credit:** 0

This visual arts course is an introduction to the concepts of art and design with emphasis on the development of skills, techniques, craftsmanship and composition. The curriculum focuses on creating and presenting 2-dimensional and 3-dimensional art. To facilitate reflection and development of purposeful connections between investigation and practice, students document their personal creative exploration in a process journal. Students learn to formally analyze a work of art to better understand the relationship between art and its contexts, as well as understanding the visual elements and principles that make works of art visually appealing. Each major project the students create requires research into the history, context and/or meaning of the subject presented in order to deepen understanding of our world and enhance communication with the viewer.

Symphonic Orchestra 1 - 2

Grade Level: 9-12 **Semesters:** 2

Prerequisite: Previous experience with an instrument, audition **Credit:** 1

Symphonic Orchestra is a performance ensemble class made up of band and string orchestra musicians. **This is not an introductory instrumental class by any means.** Students should be at an intermediate skill level of playing a band or string instrument and must be able to play scales or music in any of the following keys comfortably: Bb, F, C, G, D, Ab and Eb. **Entrance in this course is based on audition or approval from the ensemble director.**

This performing arts course covers broad concepts of performance and critical analysis of music with focus on a particular instrument of the student's choice. This course exposes students to forms and styles of music from a wide range of historical and cultural contexts. All students will develop practical and communicative skills that provide the opportunity to engage in instrumental music for further study, as well as for lifetime enjoyment. After school performances include but are not limited to - Pep Rallies, Outreach Concerts, Winter / Spring Concerts, and Solo & Ensemble festivals.

World Music Ensemble 1 - 4

Grade Level: 9-12 **Semesters:** 2

Prerequisite: None **Credit:** 1

Students in Music will not be members of the high school band ensemble but will pursue the study of music through voice, piano, or beginning instrument of their choice. This arts course covers concepts performance and critical analysis of music through experiential learning through performance. Students are also exposed

to music forms, styles and functions from a wide range of historical and 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.

Concert Choir 1- 4

Grade Level: 9-12 **Semesters:** 2

Prerequisite: None **Credit:** 1

The high school concert choir class is designed for students to apply musical skills as they continue to create and experience music as a musical ensemble. Students will develop mastery of solfege, major and minor scales, and 4 part harmonies. Students will convey musical interpretation with the use of dynamics and phrasing, while incorporating facial expression and movement for refined presentation. Students will understand how a musical composition is structured through listening and analysis. Students will be able to aurally and visually identify repetition in musical scores. Students will continue to develop an understanding and appreciation of the differences in music from other cultures and the connections music brings to people, places and time. The topics in this class will provide a strong basis for the continuation of their music skills as the high school age child continues on their path to becoming a life-long participant of music. There will be two mandatory performances that students will be expected to participate in.

Theater Production 1, 2, 3, and 4

Grade Level: 9-12 **Semesters:** 2

Prerequisite: None **Credit:** 1

This course is an introduction to the practical experience of theater production. The course will follow a curriculum emphasizing collaboration, as well as individualized, student-led choice of exploration of interests within the realm of theater production. Students will explore the ever-changing, global nature of theatrical techniques and styles through a variety of performance tasks including at least two full length plays with the entire class, musical theater, and devised theater. Students will explore the use of production elements such as set, props, costumes, sound, and lighting and how they create tension, emotion, atmosphere, and meaning in theater. Students are required to attend two live narrative performances in person over the course of the year for a written analysis. Students will regularly use a process journal. All students are required to perform in front of live audiences.

Technical Theater

Grade Level: 10-12 **Semesters:** 2

Prerequisite: Theater Production 1 or Design 1 **Credit:** 1

This course is an introduction to the practical experience of creating and designing for the theater. The course will follow a curriculum emphasizing collaboration, as well as individualized, student-led choice of exploration of skills including scenic, sound, lighting, props, costumes, and multimedia design for the theatre. Students will explore these skills by supporting the productions of Meridian Theatre, including the after school and in-class productions. Students will provide general maintenance of the theatre spaces at Meridian to ensure a safe and

productive working space for all and abide by a safety contract. Students are required to attend or volunteer at two live narrative performances in person over the course of the year for a written reflection. No performance in front of a live audience is expected in this course.

Visual Art 1

Grade Level: 9 **Semesters:** 2

Prerequisite: None **Credit:** 1

This visual arts course covers concepts of art and design with an emphasis on the development of good composition, technique and craftsmanship. Designing and painting materials will include graphite and color pencil, ink, markers, oil pastels, clay and acrylic paints. The class curriculum will focus on art history, art movements, and art production. Learners will use a variety of materials to create 2-dimensional and 3-dimensional projects. Many of the projects covered in this course will be focused on learning the art of other cultures and will be integrated with the learners' core curriculum in other subjects so learners can make cross connections.

Symphonic Orchestra 3 - 4

Grade Level: 11-12 **Semesters:** 2

Prerequisite: Previous experience with an instrument, audition **Credit:** 1

Students take on an extended, leadership role in this course. Students enrolled in this course receive differentiated instruction to continue advancing their performance skills from the first year of Symphonic Orchestra. Symphonic Orchestra is a performance ensemble class made up of band and string orchestra musicians who are at an advanced level.

This performing arts course covers broad concepts of composition, performance and critical analysis of music with focus on a particular instrument of the student's choice. This course exposes students to forms and styles of music from a wide range of historical and cultural contexts. All students will develop practical and communicative skills that provide the opportunity to engage in instrumental music for further study, as well as for lifetime enjoyment. After school performances include but are not limited to - Pep Rallies, Outreach Concerts, Winter / Spring Concerts, and Solo & Ensemble festivals.

Theater 2

Grade Level: 10 **Semesters:** 2

Prerequisite: Theater Production 1 **Credit:** 1

This course is the second year of the high school theater program, but year 5 of their MYP experience. The course will follow a curriculum emphasizing collaboration, as well as individualized, student-led choice of exploration of interests within the realm of theater arts. This course is an introduction into the theoretical and continuation of the practical aspects of IB theater. Students will explore the ever-changing, global nature of theatrical techniques and styles through a variety of performance tasks including at one full length plays with the entire class, musical theater, scene study, and devised theater. Students will apply the use of production and performance elements to create tension, emotion, atmosphere, and meaning in theater. Students are

required to attend two live narrative performances in person over the course of the year for a written analysis and will document all work in a process journal. All students are required to perform in front of live audiences.

Visual Art 2

Grade Level: 10 **Semesters:** 2

Prerequisite: Visual Art I **Credit:** 1

This visual arts course covers concepts of art and design with an emphasis on the development of personal creativity, good composition, technique and craftsmanship. Art materials may include graphite,colored pencil, ink, markers, oil pastels, printmaking, watercolor, sculptural medias, and acrylic paints. The class curriculum will focus on connections with art history, art analysis of styles and art movements, personal connections and development of style and art production. Students will be building off the foundations learned in 8th and 9th grade art.

IB DP Theater Year 1 SL & HL

Grade Level: 11 **Semesters:** 2

Prerequisite: Theater Production, Theater 2 IBDP Course Weight in GPA **Credit:** 1

This course is the first year of a two-year IB Theater course, designed for students in the IB Diploma Program. Though academic experience in Theater prior to taking this course is preferred and beneficial, it is not required. The course will follow a curriculum emphasizing themes and contexts that apply on a global scale, collaboration, individualized student-led choice of exploration of interests within the realm of theater and play texts. The course will be structured around two of the four tasks that make up the DP theater course work: the exploration and application of theater theory and deconstructing and preparing a play text for the stage. Students will gain an understanding of the nature of theater, its place and its contributions to societies all over the world with the aim of becoming lifelong theater goers and participants. Students will have the opportunity to read and see a variety of plays. Students are required to see one live play in person per semester (a total of 2 live theater experiences over the course of the year.) In addition, they will have the opportunity to explore scripts that are within their interests to begin the journey of discovering the humanity theater express of all of us. Script exploration will also be required as a component of one of the IBDP assessed tasks at all levels. Theatrical techniques and styles will be explored including theater genres and theory, ensemble work, characterization, script analysis, direction, the integral nature of theatrical elements such as set, props, costumes, sound, and lighting, as well as a class production. Independent research and study, peer response and peer coaching, and self-assessment are an integral part of the course work. Students will keep a process journal of their experiences during the course.

Theater 3 (co-seat)

Grade Level: 11 **Semesters:** 2

Prerequisite: Theater Production, Theater 2 **Credit:** 1

This course is taught concurrently with the IB DP Theater Y1 course and has a similar curriculum, but assessment is less rigorous than in IB DP Theater. The course will follow a curriculum emphasizing themes and contexts that apply on a global scale, collaboration, individualized student-led choice of exploration of interests within the realm of theater and play texts. The course will be structured around two of the four tasks

that make up the DP theater course work: the exploration and application of theater theory and deconstructing and preparing a play text for the stage. Students will gain an understanding of the nature of theater, its place and its contributions to societies all over the world with the aim of becoming lifelong theatergoers and participants. Students will have the opportunity to read and see a variety of plays. Students are required to see one live play in person per semester (a total of 2 live theater experiences over the course of the year.) In addition, they will have the opportunity to explore scripts that are within their interests to begin the journey of discovering the humanity theater express of all of us. Script exploration will also be required as a component of one of the IB DP assessed tasks at all levels. Theatrical techniques and styles will be explored and practiced including theater genres and theory, ensemble work, characterization, script analysis, direction, the integral nature of theatrical elements such as set, props, costumes, sound, and lighting, as well as a class production. Independent research and study, peer response and peer coaching, and self-assessment are an integral part of the course work. Students will keep a journal of their experiences during the course. All work completed per the IB DP theater course will be kept within the class and not submitted to IB for evaluation.

IB DP Visual Art Year 1 SL & HL

Grade Level: 11 **Semesters:** 2

Prerequisite: Art 1, Art 2 IBDP Course Weight in GPA **Credit:** 1

This course is the first year of a two-year IB Visual Art course, designed for students in the IB Diploma Program. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture. Art history, criticism and aesthetics will be an integral part of the curriculum. Students will complete three assessment tasks, a curated exhibition of their work, a process portfolio and a comparative study, which will be submitted in March of the senior year.

Visual Art 3 (co-seat)

Grade Level: 11 **Semesters:** 2

Prerequisite: Art 1, Art 2 **Credit:** 1

This course is taught concurrently with the IB DP Visual Art course and has a similar curriculum, but assessment is less rigorous than in IB DP Visual Art. The course provides students an opportunity to develop and present the same three assessment tasks, a curated exhibition of their work, a process portfolio and a comparative study. They will be expected to incorporate acquired skills, utilize a variety of media and methods, apply critical thinking, demonstrate an increased awareness of both their immediate and global environments, and to develop their use of imagination and creativity. Art history, criticism and aesthetics will be an integral part of the curriculum. Students will complete many of the assessment components of IB DP Visual Art, but will not take the IB exam.

IB DP Theater Year 2 SL & HL

Grade Level: 12 **Semesters:** 2

Prerequisite: IB DP Theater Year 1 IBDP Course Weight in GPA **Credit:** 1

This course is the second year of the two-year IB DP Theater course, designed for students in the IB Diploma Program. Completion of IB DP Year 1 course work is required. The course will continue a curriculum emphasizing themes and contexts that apply on a global scale, collaboration, individualized student-led choice of exploration of interests within the realm of theater and play texts. The course will be structured around the remaining tasks of the program: completion of deconstructing and preparing a play text for the stage, preparing a presentation exploring and explaining a world theater tradition (if not completed in Year 1), and creating a collaborative theater piece with an applied influence from other collaborative theater groups. Students will expand their understanding of the nature of theater, its place and its contributions to societies all over the world with the aim of becoming lifelong supporters of theater. Students will have the opportunity to read and see a variety of plays. Students are required to see one live play in person per semester (a total of 2 live theater experiences over the course of the year.) In addition, they will have the opportunity to explore scripts that are within their interests to begin the journey of discovering the humanity theater express of all of us. Theatrical techniques and styles will be practiced including monologue work, ensemble work, characterization, script analysis, direction, the integral nature of theatrical elements such as set, props, costumes, sound, and lighting, as well as a class production. Independent research and study, peer response and peer coaching, and self-assessment are an integral part of the course work. Students will keep a journal of their experiences during the course.

Theater 4 (co-seat)

Grade Level: 12 **Semesters:** 2

Prerequisite: Theater Production 1 & Theater Production2 & 3 or ,Theater 2 & 3 **Credit:** 1

This course is taught concurrently with the IB DP Theater course and has a similar curriculum, but assessment is less rigorous than in IB DP Theater. The course will continue a curriculum emphasizing themes and contexts that apply on a global scale, collaboration, individualized student-led choice of exploration of interests within the realm of theater and play texts. The course will be structured around the remaining tasks of the program: completion of deconstructing and preparing a play text for the stage, preparing a presentation exploring and explaining a world theater tradition (if not completed in Year 1), and creating a collaborative theater piece with an applied influence from other collaborative theater groups. Students will expand their understanding of the nature of theater, its place and its contributions to societies all over the world with the aim of becoming lifelong supporters of theater. Students will have the opportunity to read and see a variety of plays. Students are required to see one live play in person per semester (a total of 2 live theater experiences over the course of the year.) In addition, they will have the opportunity to explore scripts that are within their interests to begin the journey of discovering the humanity theater express of all of us. Theatrical techniques and styles will be practiced including monologue work, ensemble work, characterization, script analysis, direction, the integral nature of theatrical elements such as set, props, costumes, sound, and lighting, as well as a class production. Independent research and study, peer response and peer coaching, and self-assessment are an integral part of the course work. Students will keep a journal of their experiences during the course. All work completed per the IB DP theater course will be kept within the class and not submitted to IB for evaluation.

IB DP Visual Art Year 2 SL & HL

Grade Level: 12 **Semesters:** 2

Prerequisite: IB DP Visual Art Y1 IBDP Course Weight in GPA **Credit:** 1

This course is the second year of the two-year IB DP Visual Art course, designed for students in the IB Diploma Program. The course provides students an opportunity to develop and present a personal visual art process portfolio (the Process Journal).in which they will be expected to incorporate acquired skills, utilize a variety of media and methods, apply critical thinking, demonstrate an increased awareness of both their immediate and global environments, and to develop their use of imagination and creativity. Students will develop, create, and display a personal exhibition as well as complete a thorough art analysis that is presented in the Comparative Study- a take that focuses on Art history, criticism and aesthetics and making connections to personal growth and learning. Besides in-class assessments, students complete IB Internal and External Assessments for the IB exam in Visual Art.

Visual Art 4(co-seat)

Grade Level: 11 **Semesters:** 2

Prerequisite: Art I, Art 2, Art 3 **Credit:** 1

This course is taught concurrently with the IB DP Visual Art course and has a similar curriculum, but assessment is less rigorous than in IB DP Visual Art. The course provides students an opportunity to develop and present the same three assessment tasks, a curated exhibition of their work, a process portfolio and a comparative study. They will be expected to incorporate acquired skills, utilize a variety of media and methods, apply critical thinking, demonstrate an increased awareness of both their immediate and global environments, and to develop their use of imagination and creativity. Art history, criticism and aesthetics will be an integral part of the curriculum. Students will complete all of the assessment components of IB DP Visual Art, but will not submit the work to IB for the exam program.

Group 7: Physical and Health Education

Physical and Health Education is a requirement of the Middle Years Program, and 1 high school credit of Physical Education is required for graduation. Meridian students take Physical Education courses in grades 6 through 9. In grade 10 they take College Readiness, and in grades 11 and 12 they take Theory of Knowledge, US Government, and Economics (all of which are described in the section after this one: Area 7).

Physical Education 6

Grade Level: 6 **Semesters:** 2

Prerequisite: None **Credit:** 0

Students will be taught how quality of life can be improved through health and physical activity. We focus on a student-centered approach while teaching the psychomotor, cognitive, and affective aspects of physical fitness and demonstrating personal responsibility in all areas of the curriculum. Students will be involved in a range of activities in which they will have the opportunity to develop their skills both as an individual and as a part of a team. Being part of a team will encourage students to communicate with others, as well as to think, care and take risks. Students will also be exposed to sports and activities from different areas of the world.

Physical Education 7

Grade Level: 7 **Semesters:** 2

Prerequisite: None **Credit:** 0

Students will be involved in a range of activities in which they will have the opportunity to develop their skills both as individuals and as a part of a team. Being part of a team will encourage students to communicate with others, as well as to think, care and take risks where they can. Students will be exposed to many sports and activities from different areas of the world. Students will recognize that becoming physically fit is part of a healthy lifestyle. Students will understand the benefits of being physically fit and how it relates to other aspects of their lives.

Physical Education 8 & Health

Grade Level: 8 **Semesters:** 2

Prerequisite: None **Credit:** 0

Students take Physical Education for one semester, and both PE and Health for the second semester.

Physical Education: The Physical Education program provides each student with the opportunity to participate in a comprehensive program consisting of skill development, lead up games, team sports, individual sports, and physical fitness activities. The students receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities and lifelong physical activities. The program promotes the spirit of cooperation, leadership, fair play, and friendly competition.

Health: The Health curriculum, conducted in conjunction with the Physical Education program, is designed to help individuals become sensitive, healthy persons who take an active role in protecting, maintaining, and improving their health. Students study nutrition, alcohol , drugs, CPR, circulatory system, eating disorders, and fitness.

Foundations of Personal Fitness 9

Grade Level: 9 **Semesters:** 2

Prerequisite: None **Credit:** 1

Our mission is to facilitate students in improving their quality of life through regular physical activity. This will be accomplished by using a student-centered approach while teaching the psychomotor, cognitive, and affective aspects of physical fitness and demonstrating personal responsibility in all areas of the curriculum. Students will understand the importance of maintaining a healthy lifestyle through physical fitness and activity.

Lifetime Fitness and Wellness Pursuit

Grade Level: 10-12 **Semesters:** 2

Prerequisite: None **Credit:** 1

Lifetime Fitness and Wellness Pursuits is a course designed to build a foundation for personal fitness, physical literacy, lifetime wellness, and healthy living. Students will apply the knowledge and skills to demonstrate mastery of concepts needed to achieve lifetime wellness. They will also participate in a variety of physical activities to understand how to attain personal fitness and lifetime wellness.

Area 7: College Readiness, Government, Economics, TOK

The 7th course Meridian students take in 10th grade is College Readiness. The 7th course juniors and seniors take is Theory of Knowledge (TOK), U.S. Government, and Economics. The Theory of Knowledge course is divided into two parts. The first part is completed in the spring of the junior year and the second part in the fall of the senior year. Paired with Theory of Knowledge are US Government and Economics, which are taken in the fall of the junior year and spring of the senior year respectively.

College & Career Readiness

Grade Level: 10 **Semesters:** 1

Prerequisite: None **Credit:** 0.5

The Meridian College & Career Readiness class offers a unique, IB driven, and student-centered curriculum. Students explore and answer questions such as, “What are my career goals? How do I navigate the different post-secondary educational options available to me?” Students begin preparing and implementing goals towards their long-term college and career plans and enhancing their approaches to learning skills such as research, organization, and communication. Additionally, the class exposes students to two college entrance exams: the PSAT in the fall and a mock ACT practice in the spring. This class also guides students through the development of the MYP Personal Project, implementing lessons taught in the Meridian IB Design Continuum through the cycle of inquiry, action, and reflection.

IB DP Theory of Knowledge (TOK) Semester 1

Grade Level: 11 **Semesters:** 1

Prerequisite: None IBDP Course Weight in GPA **Credit:** 0.5

This course is the first semester of a two-semester IB Theory of Knowledge course, designed for students in the IB Diploma Program. It begins in the spring semester of the junior year and is completed in the fall semester of the senior year. Through critical thinking and analysis, students will develop connections between major disciplines or Areas of Knowledge, in terms of what accounts for actual knowledge versus mere “knowledge claims”. The Areas of Knowledge are the Arts, History, Ethics and Politics, Mathematics, Natural Sciences, and Human Science. Students will also consider cultural perspectives and how these perspectives influence the way that people interpret things and may come to know and/or believe things. The structure of the class will include lectures, debates, a substantial amount of reading and class discussions, and both oral

presentations and the writing of several papers. Besides in-class assessments, students work on IB Internal Assessments, and will complete the IB exam in Theory of Knowledge in through the TOK presentation and essay completed the senior year.

Special Topics Semester 1 (co-seat)

Grade Level: 11 **Semesters:** 1

Prerequisite: None **Credit:** 0.5

This course is taught concurrently with the IB Theory of Knowledge course and has a similar curriculum. Students will be challenged to think critically and express their analysis both orally and in writing, but assessment will be less rigorous than in IB TOK. This course begins in the spring semester of the junior year and is completed in the fall semester of the senior year. Through critical thinking and analysis, students will develop connections between major disciplines or Areas of Knowledge, in terms of what accounts for actual knowledge versus mere “knowledge claims”. The Areas of Knowledge are the Arts, History, Ethics and Politics, Mathematics, Natural Sciences, and Human Science. Students will also consider cultural perspectives and how these perspectives influence the way that people interpret things and may come to know and/or believe things. The structure of the class will include lectures, debates, a substantial amount of reading and class discussions, and both oral presentations and the writing of several papers. Assessments in this class will not be submitted for the IB Theory of Knowledge exam.

United States Government

Grade Level: 11 **Semesters:** 1

Prerequisite: None **Credit:** 0.5

US Government is a semester-long course required for high school graduation in the state of Texas. Meridian’s U.S. Government course offers a unique, IB inspired and student-centered curriculum which follows the same TEKS as a general ed Government course. We will focus on the US Constitution, its underlying principles, and the form of government it created. We will also study the branches of government, political and legal issues that are important to students, as well as the 2020 elections and Supreme Court cases. The aim of this course is to introduce students to their rights and responsibilities as citizens and/or residents of the United States while developing their critical thinking skills, equipping them to artfully navigate our complex world and enjoy the good life with others.

IB DP Theory of Knowledge (TOK) Semester 2

Grade Level: 12 **Semesters:** 1

Prerequisite: IB DP Theory of Knowledge S1 IBDP Course Weight in GPA **Credit:** 0.5

This course is the second semester of the IB Theory of Knowledge course, designed for students in the IB Diploma Program. This course begins in the spring semester of the junior year and is completed in the fall semester of the senior year. Through critical thinking and analysis, students will develop connections between major disciplines or Areas of Knowledge, in terms of what accounts for actual knowledge versus mere “knowledge claims”. The Areas of Knowledge are the Arts, History, Ethics and Politics, Mathematics, Natural Sciences, and Human Science. Students will also consider cultural perspectives and how these perspectives influence the way that people interpret things and may come to know and/or believe things. The structure of

the class will include lectures, debates, a substantial amount of reading and class discussions, and both oral presentations and the writing of several papers. Besides in-class assessments, students work on IB Internal Assessment (the TOK presentation) and External Assessment (the TOK essay) for the IB exam in Theory of Knowledge.

Special Topics Semester 2 (co-seat)

Grade Level: 12 **Semesters:** 1

Prerequisite: None **Credit:** 0.5

This course is taught concurrently with the IB Theory of Knowledge course and has a similar curriculum. Students will be challenged to think critically and express their analysis both orally and in writing, but assessment will be less rigorous than in IB TOK. This course begins in the spring semester of the junior year and is completed in the fall semester of the senior year. Through critical thinking and analysis, students will develop connections between major disciplines or Areas of Knowledge, in terms of what accounts for actual knowledge versus mere “knowledge claims”. The Areas of Knowledge are the Arts, History, Ethics and Politics, Mathematics, Natural Sciences, and Human Science. Students will also consider cultural perspectives and how these perspectives influence the way that people interpret things and may come to know and/or believe things. The structure of the class will include lectures, debates, a substantial amount of reading and class discussions, and both oral presentations and the writing of several papers. Assessments in this class will not be submitted for the IB Theory of Knowledge exam.

Economics

Grade Level: 12 **Semesters:** 1

Prerequisite: None **Credit:** 0.5

The Personal Financial Literacy and Economics Course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives.

Group 8: MYP Design, MYP & DP Computer Science, and Electives

Design is a required course in the Middle Years Program, and is the 8th course taken by almost all Meridian students in grades 6 through 8. In grades 9 through 12, students have the option of taking an 8th course, or they can have a study hall period.

Design 6

Grade Level: 6 **Semesters:** 2

Prerequisite: None **Credit:** 0

Design 6 is an introductory course to the design cycle consisting of Inquiring and Analyzing, Developing a Plan, Creating a Solution, and Evaluating. Design has had a tremendous impact on various, if not all, aspects of our lives. It is the link between innovation and creativity where thoughts are put into action. Solutions to any inquiries or problems can be defined as a model, prototype, product, or system that students have created. One of the most important things to keep in mind regarding design is the focus on the entire design process and not simply the final product.

Design 7

Grade Level: 7 **Semesters:** 2

Prerequisite: None **Credit:** 0

Design 7 seeks to connect with as many disciplines as possible each year, and uses the MYP Design Cycle as a problem-solving method to create improved solutions in a project-based environment. Students will be exposed to product design, digital design, research and inquiry, and engineering tasks. By digging deeper into the power of the design cycle, students will gain valuable skills that are also transferable to any course of study.

Design 8

Grade Level: 8 **Semesters:** 2

Prerequisite: None **Credit:** 0

Design 8 continues with an interdisciplinary approach to problem solving using the MYP Design Cycle. All work is project-based and a majority of the work is done in groups to ensure maximum exposure to the collaborative process. MYP Design students learn that the design process can be used throughout their academic careers as well as in their daily lives. Classes utilize a Design Cycle Template in order to guide projects through the IB design cycle from introduction of a problem to reflecting on the success of their solution.

Design Technology I

Grade Level: 9-12 **Semesters:** 2

Prerequisite: None **Credit:** 1

Design Technology courses deepen student understanding and application of the IB design cycle and its various uses within digital media production and materials design production. Students analyze and dissect their surroundings, effectively reverse engineering the world in order to better understand their place in it.

Computer Science I

Grade Level: 9-12 **Semesters:** 2

Prerequisite: Algebra I **Credit:** 1

This course is an introductory course designed for students who desire to learn how to design iOS apps using the Swift language. Students will cover general topics of coding that will help set a foundation for students interested in taking IB Computer Science SL in the junior year. Students will learn the art of collaboration and sharing knowledge in a project-based setting and also learn how to solve problems using logical and sequential thinking. Along with design apps topics include input/output, data types, conditional statements, loops, and arrays. This course will also prepare students who are interested in careers in computer science, engineering, mathematics, or other science related fields.

IB DP Computer Science SL Y1

Grade Level: 11 **Semesters:** 2

Prerequisite: Algebra 1, Computer Science I IBDP Course Weight in GPA **Credit:** 1

This course is designed for the serious student who wants to be aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science can take a wide variety of forms, this course emphasizes the need for both a theoretical and practical approach. Students will also learn object oriented programming in JAVA and cover topics such as classes, arrays, inheritance, polymorphism, and encapsulation. This course will prepare the students to take the IB Computer SL exam and also prepare students who are interested in careers in computer science, engineering, mathematics, or other science related fields.

IB DP Computer Science SL Y2

Grade Level: 12 **Semesters:** 2

Prerequisite: Algebra 1, Computer Science I, IB DP Computer Science SLY1 IBDP Course Weight in GPA **Credit:** 1

This course is for IB Students who have completed CS SL Y1 who intend on taking the IB exam in Computer Science SL at the end of the senior year. Topics in this unit are a continuation of the previous year and give students the opportunity to complete their Internal Assessment by the end of the year.

Physics (this is a non-DP elective science)

Grade Level: 10-12 **Semesters:** 2

Prerequisite: Algebra 1, and completion of or concurrent enrollment in Chemistry and Algebra 2 **Credit:** 1

This course is the purest of sciences because it focuses on the laws of nature. This is the science of Newton, Einstein, and Stephen Hawking. This course has a problem solving focus that includes conceptual, laboratory, and mathematics components (including daily use of algebra). Specific skills include measurements, calculations, and scientific notation to create a better understanding of how those laws govern the physical

world. Students will be able to calculate speed, velocity, and acceleration; apply Newton's Laws of Motion; demonstrate the effects of force on the motion of an object; identify evidence for the work-energy theorem; describe examples of kinetic and potential energy along with their transformations; demonstrate the conservation of energy and momentum; identify the characteristics and behaviors of sound and electromagnetic waves; recognize the relationship between electricity and magnetism; describe the photoelectric effect; analyze quantum mechanics; and explain radioactivity and nuclear reactions. In addition, students will conduct field and laboratory investigations; apply the scientific method; develop hypotheses; use variables; and collect, manipulate, graph and interpret data from laboratory investigations. Also, this course is designed to develop listening, inquiry, and teamwork skills for the purpose of understanding the various roles of science in the environment, within society, and throughout the global community.

Journalism 1

Grade Level: 9-12 **Semesters:** 2

Prerequisite: None **Credit:** 1

Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

Advanced Journalism: Newspaper 1, 2, and 3

Grade Level: 10-12 **Semesters:** 2

Prerequisite: Journalism 1 **Credit:** 1

Students develop and produce the school newspaper, and participate in advanced study of feature, column, editorial, and sports writing. Additionally, they learn the role of advertising in newspaper publication, how to define editorial policy, how to conduct interviews, and how to use other appropriate writing techniques. Students also learn current trends in format and publishing techniques, graphics, design, and layout considerations in publishing newspapers.

Advanced Journalism: Yearbook 1, 2, and 3

Grade Level: 10-12 **Semesters:** 2

Prerequisite: Journalism 1 **Credit:** 1

Students enrolled in Advanced Journalism: Yearbook 1, 2, 3 learn all the skills required to develop a school yearbook. Students learn advanced publishing skills, interviewing techniques, design and layout expertise, photography, and sophisticated writing skills. They become adept at using complex software that is used in the professional publishing industry. In addition, they learn how to work as leaders and as a team as they manage this production process. Students must have the recommendation of the publications teacher to

enroll in this class, and courses must be taken in sequence. Production of the yearbook may require time outside of the typical school day.

Personal Financial Literacy

Grade Level: 9-12 **Semesters:** 1

Prerequisite: Algebra 1 **Credit:** 0.5

Personal Financial Literacy is a one semester elective course. Students will learn the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. Students will analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training.

Introduction to Medical Sciences: Medical Terminology

Grade Level: 10-12 **Semesters:** 2

Prerequisite: Biology **Credit:** 1

Medical Terminology is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. When a student chooses to pursue a career in health science, they should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should understand that quality health care depends on the ability to work well with others. Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities and limitations and understand the implications of their actions.

Engineering Design and Problem Solving

Grade Level: 9-12 **Semesters:** 2

Prerequisite: None **Credit:** 1

The Engineering Design and Problem-Solving course is the creative process of solving problems by identifying needs and then devising solutions. The solution may be a product, technique, structure, or process depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution.

This is for students interested in traditional engineering, graphic design, architecture, and other design related fields. Students can continue with Engineering Design or move onto DP courses.

Public Speaking and Research

Grade Level: 9-12 **Semesters:** 2

Prerequisite: None **Credit:** 1

Public Speaking is 1 is a year-long class, full credit course, where students engage in improving speaking and argumentation skills in front of the class while also recognizing and analyzing the use of rhetoric in oral and written speeches. Students will create their own speeches based on an audience and occasion in order to inform, persuade, and inspire by incorporating research and their personal experiences. Students will engage in a variety of speeches such as extemporaneous, contemporary, informative, original oratory, argumentative (debate), demonstrative, and motivational. Students will explore how language and style are used to create meaning for a variety of situations. Overall, the course will help students develop fundamental speaking skills to build confidence and delivery skills. Students are expected to participate in peer evaluations and receive constructive feedback in order to improve speaking and argumentation skills. Students will also develop active listening skills as they provide valuable feedback to their peers.

Pathways: College/Career I

Grade Level: 9-12 **Semesters:** 2

Prerequisite: None **Credit:** 1

(ARD approval required) All students deserve academic and social support to help prepare them for the challenges they must face after high school graduation. The Path-College/Career Prep courses advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. The Path secondary course series focuses on developing the habits and skills that are expected in college study and the workforce. High school Path students develop personal, interpersonal, and cognitive skills that are essential to productivity in both the collegiate and business worlds.

Pathways: College/Career II

Grade Level: 10-12 **Semesters:** 2

Prerequisite: Pathways: College/Career I **Credit:** 1

(ARD approval required) All students deserve academic and social support to help prepare them for the challenges they must face after high school graduation. The Path-College/Career Prep courses advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. The Path secondary course series focuses on developing the habits and skills that are expected in college study and the workforce. High school Path students develop personal, interpersonal, and cognitive skills that are essential to productivity in both the collegiate and business worlds. Second year of course.

Pathways: College/Career III

Grade Level: 11-12 **Semesters:** 2

Prerequisite: Pathways: College/Career I-II **Credit:** 1

(ARD approval required) All students deserve academic and social support to help prepare them for the challenges they must face after high school graduation. The Path-College/Career Prep courses advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. The Path secondary course series focuses on developing the habits and skills that are expected in college study and the workforce. High school Path students develop personal, interpersonal, and cognitive skills that are essential to productivity in both the collegiate and business worlds. Third year of course.

Pathways: College/Career IV

Grade Level: 12 **Semesters:** 2

Prerequisite: Pathways: College/Career I-III **Credit:** 1

(ARD approval required) All students deserve academic and social support to help prepare them for the challenges they must face after high school graduation. The Path-College/Career Prep courses advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. The Path secondary course series focuses on developing the habits and skills that are expected in college study and the workforce. High school Path students develop personal, interpersonal, and cognitive skills that are essential to productivity in both the collegiate and business worlds. Final year of course.

Health I

Grade Level: 9-12 **Semesters:** 1

Prerequisite: None **Credit:** .5

(ARD approval required) This course aims to equip students with the ability to cultivate and maintain healthy habits that will benefit them throughout their lives. By learning and applying essential health skills, students will become adept at finding, interpreting, and comprehending health information. This will empower them to achieve health literacy and navigate the constantly changing landscape of health science. The course explores health knowledge and skills through six interconnected areas: physical health and hygiene, mental health and well-being, healthy eating and physical activity, injury and violence prevention and safety, alcohol, tobacco, and other drugs, and reproductive and sexual health. Foundational skills such as decision-making, problem-solving, goal-setting, fostering healthy relationships, seeking support, and recognizing the diverse influences on health (social, environmental, media, and genetic) are interwoven throughout these areas, highlighting the integrated nature of health literacy.

Health II

Grade Level: 9-12 **Semesters:** 1

Prerequisite: Health I **Credit:** .5

(ARD approval required) To enroll in this course, prior completion of Health I is required. Building upon that foundation, students will further cultivate and maintain healthy habits applicable throughout their lives. This course emphasizes the comprehension and practical use of health-related skills, empowering students to locate, analyze, and interpret health information; develop health literacy; and adapt to advancements in health science. Students will explore health concepts and skills in greater depth through six interconnected areas: physical health and hygiene, mental health and well-being, healthy eating and physical activity, injury and violence prevention and safety, alcohol, tobacco, and other drugs, and reproductive and sexual health. Foundational skills that reinforce the interconnectedness of health literacy are integrated across these areas, including decision-making, problem-solving, goal setting, fostering healthy relationships, seeking support, and recognizing the diverse influences on health such as social, environmental, media, and genetic factors.

Community Transportation

Grade Level: 9-12 **Semesters:** 1

Prerequisite: None **Credit:** .5

(ARD approval required) The purpose of this course is to introduce knowledge and skills to empower students to research and access public transportation options in their respective communities. Areas to be addressed include pedestrian and rider safety, navigating public transportation systems, use of technology, and general social skills, including self-advocacy, self-assertiveness, and transportation etiquette. This course provides necessary transportation information, resources, and opportunities that will benefit students in secondary and postsecondary environments as they follow their chosen education or career path.

General Employability Skills

Grade Level: 9-12 **Semesters:** 2

Prerequisite: None **Credit:** 1

(ARD approval required) This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time.

This course is designed to guide students in obtaining the knowledge and the needed employability skills that are transferable among a variety of jobs and careers and are considered essential in any employment situation. Students will learn and apply basic knowledge of what is expected in the workplace.

Making Connections I

Grade Level: 9-12 **Semesters:** 1

Prerequisite: None **Credit:.5**

(ARD approval required) Making Connections I is an introduction to the Making Connections course sequence that assists students with autism spectrum disorder or other related disorders such as social pragmatic communication disorder, that may cause deficits in the individual's social skills in developing an understanding of autism and other disorders which may cause deficits in social skills. Making Connections I will assist students in analyzing their own strengths and social skill deficits through self-assessment and the creation of plans to address atypical behaviors that may hinder academic or social success. The course covers topics such as building positive relationships, understanding social expectations in school and community settings, and applying organizational strategies for academic success. Additionally, students will explore postsecondary options, helping them to identify strengths and areas for growth in preparation for life beyond high school.

Making Connections II

Grade Level: 9-12 **Semesters:** 1

Prerequisite: None **Credit:.5**

(ARD approval required) Making Connections II helps students with autism spectrum disorder or related conditions, such as social (pragmatic) communication disorder, develop a deeper understanding of friendships and social relationships. The course covers disability awareness, teaching students how autism impacts their ability to form and maintain relationships. It guides students through self assessment of their social skills, encourages strategies for improving friendships, and helps differentiate between appropriate and inappropriate relationships. Students also learn to cope with negative attention, engage in conflict resolution, and apply these skills in various community and social settings. Additionally, the course includes future planning, where students create strategies for sustaining friendships beyond high school.

Making Connections III

Grade Level: 10-12 **Semesters:** 1

Prerequisite: None **Credit:.5**

(ARD approval required) Making Connections III is designed to help students focus on enhancing their understanding of personal learning styles and developing effective self-advocacy skills. Students will explore the strengths and weaknesses commonly associated with autism, analyze their learning preferences, and identify effective strategies for academic success. Making Connections III emphasizes self advocacy, where students will earn how to articulate their needs within their individualized education programs (IEPs) and effectively communicate their rights and accommodations. Additionally, students will examine how the skills they develop in the educational setting can be applied to community contexts. Through role-playing, discussions, and real-world practice, students will engage in future planning activities, including developing graduation plans, resumes, and interview skills to facilitate a successful transition to postsecondary opportunities.

Making Connections IV

Grade Level: 10-12 **Semesters:** 1

Prerequisite: None **Credit:.5**

(ARD approval required) Making Connections IV assists students with developing skills to employ collaborative problem solving. This course specifically focuses on the aspect of social communication, by focusing on their collaborative problem-solving skills. The student will develop skills to understand their autism specifically related to their ability to communicate socially, engage in collaborative problem-solving, and navigate social situations effectively. This course also encourages mentoring relationships within the school environment and helps students identify and take steps toward their postsecondary goals, including job applications, FAFSA completion, and understanding available accommodations at postsecondary institutions or workplaces.

Social Skills

Grade Level: 9-12 **Semesters:** 2

Prerequisite: None **Credit:0**

(ARD approval required) This course addresses personal development, relationship building, communication skills, and cultural awareness. No state credit will be awarded for this course.

Vocational Instruction I

Grade Level: 10-12 **Semesters:** 2

Prerequisite: None **Credit:0**

(ARD approval required) Students develop skills by rotating through various unpaid work experiences to gain knowledge such as job site expectations, handling breaks, developing time management, understanding business hierarchy, building safety skills on the job and in the community. No state credit will be awarded for this course.

Vocational Instruction II

Grade Level: 10-12 **Semesters: 2**

Prerequisite: None **Credit:0**

(ARD approval required) Students apply a variety of skills and responsibilities to the routines and activities in preparation for employment. This will include vocational training stressing greater independence, appropriate behaviors, time management, and experiencing jobs that are related to personal interest. No state credit will be awarded for this course.

Vocational Instruction III

Grade Level: 10-12 **Semesters: 2**

Prerequisite: None **Credit:0**

(ARD approval required) This course addresses personal development, relationship building, communication skills, and cultural awareness. No state credit will be awarded for this course.