



HIGH SCHOOL COURSE OFFERINGS 2026-27



We cultivate in our students the ingenuity to thrive in
a global society and to be architects of their future.

— Since 1954 —

Mission

We cultivate in our students the ingenuity to thrive in a global society and to be architects of their future.

Core Values

We believe that:

- The differences in our community make us stronger.
- Integrity leads to trusting, authentic relationships.
- Physical and emotional safety are essential to a productive learning environment.
- A zest for life and a passion for learning drive the journey towards personal fulfillment.
- Taking responsibility for your choices and actions is fundamental to character development.

Rancho Solano Preparatory School 2026-2027 Upper School Course Offerings

This guide describes the courses Rancho Solano will offer grades 9-12 for the 2026-2027 school year. Parents, teachers, and counselors will assist students in the course selection process. Rancho Solano reserves the right to revise, delete, and add to the provisions of this Course Offerings Guide. If you have questions regarding the content or interpretation of this guide, please contact your principal.

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Introduction

The Upper School at Rancho Solano delivers a college preparatory high school program that offers the International Baccalaureate Diploma (IB) and a traditional high school diploma. The overall philosophy of the Upper School includes high expectations for student achievement with considerable support from faculty to achieve those high expectations. Classes are small and each student's academic progress is closely monitored to ensure students do not fall behind.

The eight-period block schedule allows students to select electives in addition to their core academic courses. 80-minute class periods provide teachers plenty of time to discuss homework, present the lesson, facilitate engaging activities, and provide individual attention each class period. Each class meets 2 or 3 times a week, giving students time for homework between each class meeting.

Rancho Solano is the only private school in the Valley that offers the IB Diploma. We hire teachers with experience in teaching IB classes, and every IB course instructor undergoes specialized training. Students who successfully complete the IB diploma have an advantage, not only in being accepted to college but in being successful in their first year.

Honors and College Prep (CP) Courses

Various core courses are offered at the Honors and/or College Prep (CP) level. Honors level courses provide students with an opportunity for a more in-depth learning experience focused on critical thinking, analysis, and synthesis with a strong foundation of knowledge and comprehension. Honors courses are more rigorous in nature than CP courses and may require more time and effort to complete successfully. CP courses provide a broader approach to the subject matter. Although students will still be expected to perform critical thinking, the level and depth of understanding and workload is not as rigorous as an Honors level course. These options provide students with choices in level of rigor and allow them to tailor a schedule that meets their interests or needs, while aligning them to their strengths, and/or weaknesses. Honors courses will carry a 0.5 weighted GPA, whereas CP courses will maintain a standard 4.0 scale.

The International Baccalaureate Programme

Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

The International Baccalaureate Diploma Programme (IB DP)

The IB DP is an internationally and nationally recognized program of study. This two-year program is comprised of rigorous IB courses. Students will study six subjects chosen from at least five different subject groups, complete an extended essay (EE), complete the Theory of Knowledge (TOK) course, and participate in creativity, activity, and service (CAS). Diploma candidates will study three of the six subjects at the higher level (HL) and the remaining three subjects at the standard level (SL). For additional information regarding the IB DP, please contact our IB Coordinator, Marco Garbarino, at mgarbarino@ranchosolano.com or visit www.ibo.org.

What is the Diploma Programme (DP)?

- Diploma Programme students will study 6 subjects over 2 years (math, English, science, social science, world language and 1 additional course of choice).
- (3) courses at IB Standard Level (SL) and (3) at IB Higher Level (HL).
- (3) additional requirements: the theory of knowledge course (TOK) 1 semester in 11th/1 semester in 12th grade, the extended essay (EE) and at least 150 hours of CAS—creativity, activity and service tasks outside of the classroom.

What is required to earn the IB Diploma?

- Students must earn a minimum of 24 total points out of a possible 45 points. Most of the points are earned on the final assessment exams at the end of senior year. Students must earn a minimum number of 12 points in the HL subjects. Exams are externally marked and moderated by the IB. Students can earn up to 3 points for TOK and their extended essay.

What is the required Theory of knowledge course (TOK)?

- TOK is an interdisciplinary course designed to help students question and understand how they know what they know. Students study how individuals from various disciplines view the world and develop critical thinking skills.

What is the Extended Essay (EE)?

- A 4,000-word research-based essay in an area of personal interest focusing on research and communicating ideas effectively.

What is Creativity, Activity, Service (CAS)?

- CAS is an experiential learning component of the DP. The intent is to engage students outside of the academic realm. Students complete a variety of extracurricular, community service and athletic options to fulfill this requirement.

College Admission and The IB Diploma

- IB Diploma students are highly sought after in the college admissions process.
- Colleges can offer up to 30 credits for completion of the IB diploma.
- The IB Diploma is recognized internationally, allowing for admission to colleges and universities beyond the United States.

The International Baccalaureate Certificate Programme

Students preferring not to enroll as a full diploma programme candidate may receive an IB certificate of completion in multiple course content areas. Certificate candidates may enroll in any combination of HL and SL courses. Students enrolled in IB courses are required to complete all internal and external IB assessments. Students are not required to complete any additional requirements beyond individual IB coursework. IB certificates are impactful, and college credit can be earned on a course-by-course basis. For additional information, please contact our IB Coordinator, Marco Garbarino at mgarbarino@ranchosolano.com or visit www.ibo.org.

English Language Learner (ELL) Immersion Program

The English Language Learner (ELL) Immersion program is designed to fully immerse and integrate ELL students into the mainstream (regular) classroom in grades 9-12. Students are instructed in English and all subject materials are in English. Each student is fully integrated with fluent English speakers and is expected to meet the rigorous demands required of all students. To facilitate language development, an ELL instructor is present during every lesson and is actively engaged in ensuring that the ELL students can complete the content, assignments, and assessments of each course.

Differentiated Sheltered English Instruction is used to aid students in reaching fluency and knowledge of content. Before entering the program, students are tested to assess their current English language level and the type of support they will require. Students are then placed in an ELL Support Course which is monitored and supported by an ELL instructor. Students are taught using ELL strategies and instruction is differentiated to best support each student. There is a shared collaborative responsibility between the ELL teachers, classroom teachers, and students to support the learning needed for successful immersion into academic disciplines.

Scheduling Procedures

All students are guaranteed enrollment in all required classes including English, Math, Science, Social Science, and World language. Availability may be limited in elective classes, e.g. Practical Living, Robotics, Forensic Science. Incoming students are placed into courses after analysis of their entrance test scores, review of personal requests, and assessment of their previous school transcripts.

Current students review placements and select classes in the second semester for the following year. When maximum class enrollment is reached in elective classes, students are placed in alternate selections. Again, elective enrollments are not finalized until the master schedule is completed. All course selections are considered a request.

Schedule Changes

Students seeking a schedule change may begin two weeks prior to the start of the semester and 2 weeks after the start of the semester. Schedule changes will require an online form to be filled out and will be available during the schedule change period under the Resources section of Blackbaud. Please note that some changes may require counselor, parent and/or department chair approval and may take longer to process.

Schedule changes requested after the two-week schedule change period may not be granted. A student will receive a W (withdraw) or WF (withdraw fail) on the transcript for any course dropped after the two-week schedule change period. Change requests will be handled on a first-come, first-served basis and are not guaranteed.

High School Graduation Requirements

English	4 Years
Math	4 Years
Science	4 Years*
Social Studies	3 Years
World Language	3 Years
PE & Health	2 Years^
Visual & Performing Arts	1 Year
Technology	0.5 Year
Electives	2 Years

* 4-year science requirement applies to the graduating class of 2028 and beyond. Graduating class of 2027 will have a 3-year science requirement, with 4 years highly recommended. Students must complete one year of a life science class (Biology, or Human Anatomy and Physiology) and one year of a physical science class (Chemistry, Physics, or Earth Science).

^ PE & Health Requirement: 1 semester of Physical Education and 1 semester of Health is required for each student. Students must also complete an additional year of PE. Participation in school-sponsored High School athletics may contribute to the Physical Education requirement. Although no credit will be awarded, 2 seasons of a varsity sport may be used to waive 1 semester of a PE Elective. Students must have completed 2 seasons of a varsity sport prior to second semester of 10th grade in order to be eligible.

Electives: A second class from World Languages, Science, Social Studies, Visual or Performing Arts, or Physical Education, may be substituted for an elective.

Daily Schedule

The Upper School will utilize the following modified block scheduling format:

					
2026-2027 Daily Schedule					
Week 1	A	B	A	B	A
	Monday	Tuesday	Wednesday	Thursday	Friday
	7:45-9:05 1	7:45-9:05 2	7:45-9:05 1	7:45-9:05 2	7:45-9:05 1
	9:10-9:25 Advisory	9:10-9:25 Advisory	9:10-9:25 Advisory	9:10-9:25 Advisory	9:10-9:25 Advisory
	9:25-9:35 Break	9:25-9:35 Break	9:25-9:35 Break	9:25-9:35 Break	9:25-9:35 Break
	9:40-11:00 3	9:40-11:00 4	9:40-11:00 3	9:40-11:00 4	9:40-11:00 3
	11:00-11:40 Lunch	11:00-11:40 Lunch	11:00-11:40 Lunch	11:00-11:40 Lunch	11:00-11:40 Lunch
	11:45-1:05 5	11:45-1:05 6	11:45-1:05 5	11:45-1:05 6	11:45-1:05 5
Week 2	1:10-2:30 7	1:10-2:30 8	1:10-2:30 7	1:10-2:30 8	1:10-2:30 7
	B	A	B	A	B
	Monday	Tuesday	Wednesday	Thursday	Friday
	7:45-9:05 2	7:45-9:05 1	7:45-9:05 2	7:45-9:05 1	7:45-9:05 2
	9:10-9:25 Advisory	9:10-9:25 Advisory	9:10-9:25 Advisory	9:10-9:25 Advisory	9:10-9:25 Advisory
	9:25-9:35 Break	9:25-9:35 Break	9:25-9:35 Break	9:25-9:35 Break	9:25-9:35 Break
	9:40-11:00 4	9:40-11:00 3	9:40-11:00 4	9:40-11:00 3	9:40-11:00 4
	11:00-11:40 Lunch	11:00-11:40 Lunch	11:00-11:40 Lunch	11:00-11:40 Lunch	11:00-11:40 Lunch
	11:45-1:05 6	11:45-1:05 5	11:45-1:05 6	11:45-1:05 5	11:45-1:05 6
	1:10-2:30 8	1:10-2:30 7	1:10-2:30 8	1:10-2:30 7	1:10-2:30 8

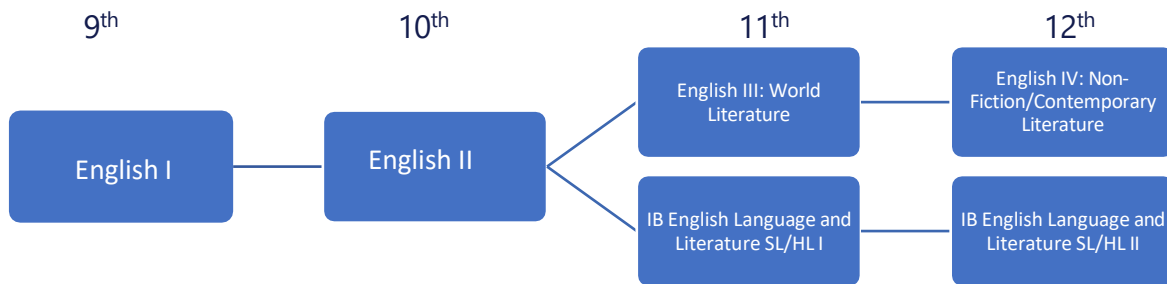
Rancho Solano Upper School Curricular Options*

We provide individual course planning and many options to fit the needs of each student. All pathways include a Rancho Solano diploma, and range from the full IB Diploma, IB Certificates in subject areas of individual student strength, and non-IB subject courses. Below are three sample 4-year plans.

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
IB Diploma	English	H English I	H English II	IB English HL I
	Math	High School Math: Integrated 2	High School Math: Integrated 3	IB Math Applications & Interpretations SL I
	Social Studies	H World History	H United States History	IB History HL I / American Gov't/Economics
	Science	Biology	Chemistry/Physics	IB Chemistry SL I
	World	H Spanish II	H Spanish III	IB Spanish HL I
	PE/Health	Health/PE	PE Electives	
	Fine Arts & Technology	Drawing / Technology	Drawing II / Forensics	IB Visual Arts SL I
	Electives	Creative Writing / Guitar and Ukulele	Intro to Business/ Marketing	IB Theory of Knowledge
	English	H English I	H English II	IB English SL I
IB Certificates	Math	H HS Math: Integrated 2	H HS Math: Integrated 3	IB Math Applications & Interpretations SL I
	Social Studies	World History	United States History	American Govt./ Economics
	Science	H Biology	H Chemistry	IB Biology SL I
	World Languages	H Mandarin I	H Mandarin II	IB Mandarin Ab Initio SL1
	PE/Health	Health/PE	PE Electives	
	Fine Arts & Technology	Band / Technology	Band/ Orchestra	Band/ Orchestra
	Electives	Introduction to Media Arts: Film	Introduction to Media Arts: Game	Podcasting/ Yearbook
RSPS Diploma	English	English I	English II	English III
	Math	Integrated Math 1	Integrated Math 2	Integrated Math 3
	Social Studies	World History	United States History	American Government/Economics
	Science	Biology	Chemistry	Physics
	World	Spanish I	Spanish II	Spanish III
	PE/Health	Health/PE	PE Electives	Advanced Athl. Training
	Fine Arts & Technology	Drawing/Painting	Guitar and Ukulele	Technology/Podcasting
	Electives	Media Arts: Film	Sports Journalism	Yearbook
				Practical Living

*Note: The schedules shown above are only examples and do not illustrate all course options or curriculum paths.

English Department



English I

The ninth-grade English class is a challenging and inspiring course which will establish the foundation for the study of language and literature in high school. Units are organized around prominent themes and historical events that exemplify protagonists' struggles, as well as writers' central ideas and enduring questions regarding the human condition. By engaging in the activities and developing writing and speaking skills, students will grow as readers, writers, and thinkers. **Course is offered at the Honors and CP levels.**

English II

This American Literature and Composition course offers students a rigorous and exploratory opportunity to strengthen their writing, reading, and speaking skills in preparation for their junior and senior years of high school. The literary units are organized around prominent American themes that illuminate both historical and contemporary struggles, experiences, and inquiries that shape our nation. Students will engage with literature through project-based learning, collaborative work, presentations, research, and creative assignments. Although the course is anchored in the study of fictional texts, students will connect their learning to real-world societal and historical contexts and applications. As a pre-IB course, English II incorporate elements of the IB English curriculum, and the IB rubric is frequently used to assess both written and oral work. **Course is offered at the Honors and CP levels.**

English III: World Literature

This World Literature course helps students explore and respond to different types of writing from various global, historical, and social backgrounds. We will look at literature from ancient times to modern days, considering the contexts that influenced these novels, epic poems, graphic texts, and plays. Students must read daily, annotate texts, and analyze characters, themes, motifs, and writing styles. They will improve their thinking and writing for different purposes, such as journal entries, class discussions, and essays. Students will also use online resources, learn research skills, and create engaging PowerPoint presentations. As they broaden their understanding of the world through literature and research, the class will discuss and apply real-world strategies to address today's humanitarian issues. **Course is offered at CP Level Only.**

English IV: Non-Fiction/Contemporary Literature

This course explores nonfiction and contemporary literature from around the world, focusing on works written from the twentieth century to today. Students will study how writers use real-life experiences, cultural ideas, and social issues to create meaningful stories in novels, short stories, poetry, nonfiction, drama, and other forms. The class emphasizes research and critical thinking skills essential for college, while also giving students opportunities to develop their own creative voice through poems, stories, and personal essays. Readings may include mature language or themes, reflecting real-world experiences and contemporary issues such as identity, culture, and social change. By the end of the course, students will have strengthened both analytical and creative skills while gaining a deeper understanding of literature's role in the modern world. **Course is offered at CP Level Only.**

IB English Language and Literature SL/HL

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

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. SL students are required to study four literary works and a number of non-literary texts that is equivalent in teaching and learning time, whereas HL students are required to study six literary works and a number of non-literary texts that is equivalent in teaching and learning time. Both SL and HL students must complete the 15-minute Individual Oral, an Internal Assessment. In paper 1, both SL and HL students are presented with two previously unseen non-literary extracts or texts from different text types, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both non-literary extracts or texts. In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied non-literary body of work, or a literary work. The outcome of this exploration is a 1200-1500 word essay in which HL students are expected to demonstrate a deeper understanding of the nature of linguistic or literary study.

Mathematics Department



High School Math: Integrated 1

High School Math: Integrated 1 is the first of three courses in the Integrated High School Math series. The focus is traditional Algebra 1 content interwoven with some beginning Geometry concepts. Content covered include Solving Equations and Inequalities, Linear Equations, Linear Functions, Systems of Linear Equations and Inequalities, Exponents and Exponential Functions, Foundations of Geometry, Parallel and Perpendicular Lines, Transformations, Triangle Congruence, Statistics. **Course is offered at Honors and CP Levels.**

High School Math: Integrated 2

High School Math: Integrated 2 is the second of three courses in the Integrated High School Math series. The focus is a continuation of traditional Geometry content interwoven with beginning Algebra 2 concepts. Content covered includes Polynomials and Factoring, Quadratic Functions, Quadratic Equations and Complex Numbers, Relations in Triangles, Quadrilaterals and Other Polygons, and Similarity and Right Triangles (including Trigonometric Ratios). **Course is offered at Honors and CP Levels.**

Prerequisite: High School Math: Integrated 1

High School Math: Integrated 3

High School Math: Integrated 3 is the third of three courses in the Integrated High School Math series. The focus is the continuation of Algebra 2 concepts and an introduction to trigonometry. The topics covered **include** Polynomial Functions, Rational Functions, Radical Functions, Exponential Functions, and Logarithmic Functions. Trigonometric Functions, Equations and Identities are also covered in this course. **Course is offered at the Honors and CP Levels. *Prerequisite: High School Math: Integrated 2***

Precalculus

Precalculus is a one-year course that will solidify topics studied in Algebra II, expand concepts of Trigonometry, and introduce basic concepts of Calculus. Students will develop a conceptual understanding of graphing, analyzing, and interpreting algebraic, trigonometric, exponential, logarithmic, rational, polynomial, and parametric functions. Students also study vectors and statistics. This course will provide students with a solid foundation in preparation for the International Baccalaureate Mathematics Standard Level or Higher Level. Students may also choose this course as an alternative to IB Mathematics in 11th or 12th grade. **Course is offered at Honors Level Only.**

Prerequisite: High School Math: Integrated 3

Calculus

This course will give students a conceptual understanding of single-variable Calculus by presenting topics geometrically, numerically, algebraically, and descriptively. Content covered in Calculus includes Limits and their precise definition, Differentiation, Implicit Differentiation, Applications of Differentiation and Optimization, Definite and Indefinite Integrals, Inverse Functions, Techniques of Integration, and Applications of Integration. **Course is offered at Honors Level Only. *Prerequisite: Precalculus***

Probability & Statistics

The course will introduce students to statistical concepts and tools to collect, analyze, and draw conclusions from data. There are four major areas the course will emphasize: descriptive statistics, sampling and experimentation, exploring random phenomena with probability, and inferential statistics. The course follows a non-theoretical approach with real-world application, utilizing authentic data. The applications span a broad range of topics including business, sports, health, education, science, etc. A TI-Nspire calculator is required. **Course is offered at CP Level Only.**

Prerequisite: High School Math: Integrated 3

College Mathematics

College Mathematics is a course designed for seniors who plan to pursue a non-mathematics intensive program or degree in college. By understanding the concepts taught in this course, students will be better prepared for a college placement exam. The applications throughout the course help students recognize when each mathematical topic is used in everyday careers. Topics covered in this course include performing operations with all types of numbers, algebra, and functions, counting and probability, data analysis and statistics, financial mathematics, geometry, logic, and basic set theory. **Course is offered at CP Level Only. Prerequisite: High School Math: Integrated 3**

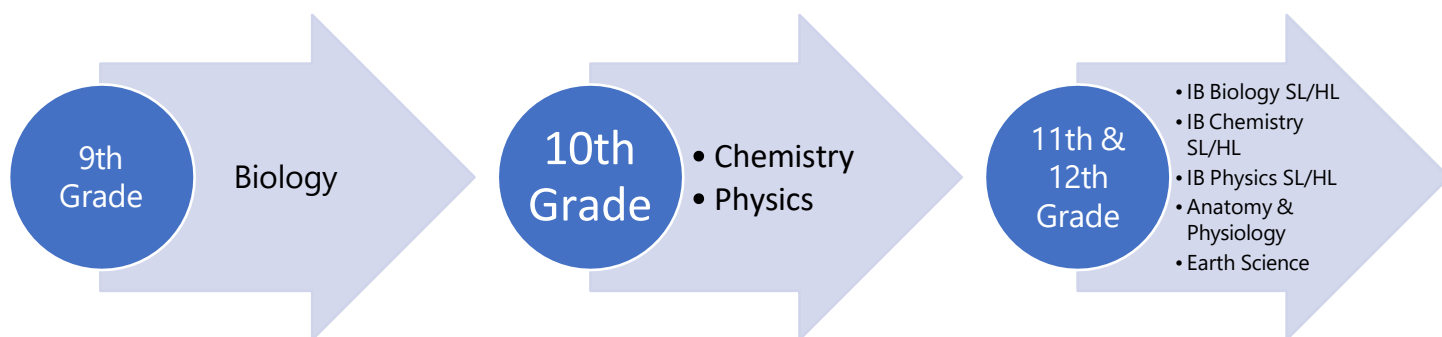
IB Math Analysis and Approaches (AA) SL and HL

This 2-year course is offered as SL or HL and focuses on analytic methods with an emphasis on calculus. The course is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or some economics. It is also for any student who enjoys pure mathematics. It covers five main topics in varying depth including number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus. The HL course covers the same topics as the SL course, but in greater depth. **Prerequisite: For SL: High School Math: Integrated 3. For HL only: High School Math: Integrated 3 and Teacher Recommendation or Pre-Calculus.**

IB Math Applications & Interpretations (AI) SL

This 2-year course is offered as SL only and focuses on applications and interpretations of mathematics with an emphasis on statistics, modelling, and use of technology. The course is aimed at students who will go on to study subjects such as social sciences, natural sciences, medicine, statistics, business, some economics, psychology, and design. It is also for any student who wants to focus on how math is used in practical ways. It covers five main topics in varying depth including number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus. **Prerequisite: High School Math: Integrated 3**

Science Department



Biology

Biology is designed as a survey course introducing students to the major concepts of Biology. Students will investigate the topics of the scientific method, chemistry of living things, structure and function of cells, genetics, evolution, biodiversity, and human anatomy and physiology. Students will be asked to draw relationships between these concepts and current issues related to them. The goal is for students to comprehend and critically analyze topics through lab investigations and research. It is expected that students will be able to develop labs to analyze information and draw conclusions based on their perception of the material and presumed outcomes. Students are also expected to take responsibility for their academic success and this course will further develop their skills as independent learners. Students will develop critical reading, effective writing skills, data synthesis, and critical thinking strategies. **Course is offered at Honors and CP Levels.**

Chemistry

Chemistry is constructed to build a foundation in the subject through studying the composition, structure, and properties of matter. Additionally, exploring the transformations that matter undergoes and the energy changes that accompany these processes. Students engage in a primary inquiry-driven curriculum that emphasizes laboratory experimentation, observational skills, critical thinking, crafting arguments in relation to chemistry concepts, and articulating technical procedures and experiments effectively, laying a strong groundwork for future scientific inquiry and exploration. The structure of atoms, the periodic law, chemical bonding, chemical reaction equations and formulas, as well as acids and bases, gases, liquids, and solid states of matter are a few of the topics that will be covered. Student performance will be assessed in various types of written assignments, assessments, and laboratories. Laboratory exercises will incorporate data collection tools and employ computer-based data analysis. Formal lab reports will entail pre-lab requirements for research on each topic, answering questions to solidify comprehension, alongside a formal presentation of experiment outcomes, analysis of results, and drawing logical conclusions based on theory and actual results.

Course is offered at Honors and CP Levels.

Human Anatomy and Physiology

This elective course emphasizes the central theme of homeostasis throughout the study of the structure and function of human organ systems. Emphasis is placed on the integration of body systems as they relate to normal health. Through primary resources, students will understand human physiological processes and the pathology of diseases by utilizing laboratory and research skills throughout the year. Virtual reality is another tool that will be used for students to observe internal anatomical structures and how they interact with each other. This course will build on the basic foundations of biology and chemistry. The course is most suited for students preparing for careers in health-related professions, such as medicine, dentistry, nursing, occupational and physical therapy, and medical technology. **Course is offered at Honors and CP Levels.**

Physics

This is an introductory mathematically based physics course. This course will start by reviewing basic knowledge of scientific principles (i.e. scientific method, measurement, SI system unit conversions, etc.) and mathematical principles (i.e. scientific notation, basic algebra, basic graphing, etc.). This course will build on the basic knowledge of scientific and mathematical principles (teaching accuracy vs precision, graphing analysis, vectors using basic trigonometry, etc.). The first semester focuses on mechanical physics (gravity, projectile motion, forces, energy, momentum, periodic motion, etc.). The second semester focuses on non-mechanical physics (electricity, magnetism, heat, waves, sound, light, etc.). Laboratory work is a main component in teaching this course; students will be expected to analyze lab-generated data to discover physics principles. **Course is offered at Honors and CP Levels. Prerequisite or Co-requisite: High School Math: Integrated 2**

Earth Science

Earth Science is designed to be a general introductory course where students will investigate the complexities of our planet's natural systems. This specialized course explores the core principles of geology, meteorology, oceanography, rocks and minerals, and land resources, offering an exploration of Earth's dynamic processes. Through primary resources, students will engage in laboratory experiments, data analysis, and critical thinking exercises to deepen their understanding of geological phenomena, climatic patterns, and water conservation. The curriculum encourages students to gather an understanding of the Environment, practical applications, global citizenship, and gain a newfound stewardship and responsibility toward preserving the planet. Student performance will be assessed in various types of written assignments, assessments, and laboratories. **Course is offered at CP Level Only. Prerequisites: Biology. Chemistry or Physics Highly Recommended.**

IB Biology SL/HL

As one of the three natural sciences in the IB Diploma Program, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through various approaches and techniques, controlled experimentation, and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today. Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they can develop an understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyze data, collaborate with peers, and reflect, evaluate, and communicate their findings. DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills, and techniques that can be applied across their studies and beyond. ***Prerequisite: Biology***

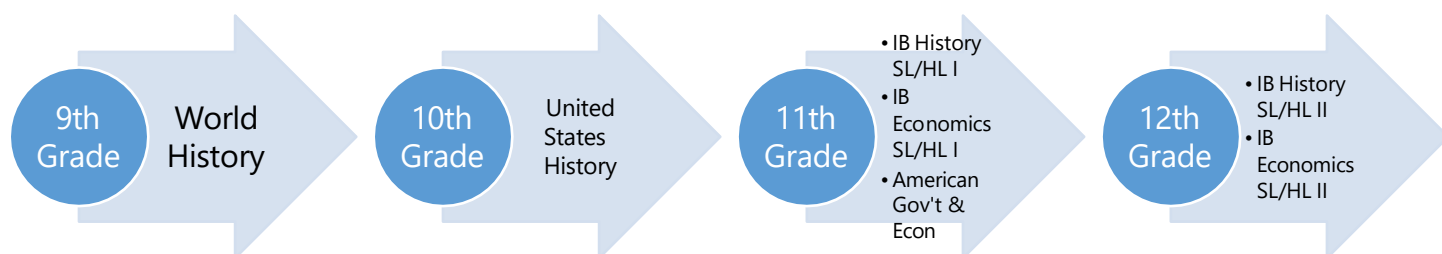
IB Chemistry SL/HL I/II

As one of the three natural sciences in the IB Diploma Program, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This allows matter's behavior to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, which rely heavily on creative but rational thinking. DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills, and techniques that can be applied across their studies and beyond. Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory. The course aims to enable students, through the overarching theme of the nature of science, to develop conceptual understanding across subject areas, acquire and apply scientific knowledge and methods, analyze, evaluate, and synthesize scientific information, approach unfamiliar situations creatively and resiliently, design solutions to global problems, appreciate the possibilities and limitations of science, develop technology skills, communicate and collaborate effectively, and cultivate awareness of the ethical, environmental, economic, cultural, and social impact of science. ***Prerequisite: Chemistry***

IB Physics SL/HL I/II

As one of the three natural sciences in the IB Diploma Program, physics is concerned with an attempt to understand the natural world: from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments. DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills, and techniques that can be applied across their studies and beyond. Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory. ***Prerequisite: Physics***

Social Studies Department



World History

This course focuses on the history of the world beginning in the mid-19th century with the unification of European states such as Italy and Germany and European contact with Asia, Africa, and the Americas. Some of the major concepts and events students will examine include the revolution in China, both world wars, the formation of Israel, and the rise and fall of South African Apartheid. The course will conclude with events from the current 21st century which include the challenges of globalization. **Course is offered at Honors and CP Levels.**

United States History

American Studies is a survey of important events in American history from the earliest discovery of the Americas to the American Civil War through modern times. Students will study major events and people that have shaped the United States as we know it today. Events such as colonization, the American Revolution, the formation of a constitutional government, slavery and the Civil War will be highlighted as will important figures in the settlement, founding, and developing of the United States. Following the Civil War, students will study Reconstruction, the Industrialization of America, the Progressive Movement, World War I, the Great Depression, World War II, the Cold War, Vietnam, and events of the 80's, 90's, and 2000's. Students will use a variety of resources to complete the study of American History. **Course is offered at Honors and CP Levels.**

American Government (1 semester)

This course is viewed as a source of civic literacy and will survey the principles, philosophies, practices, and institutions that comprise the United States system of government and law. Students are expected to apply knowledge gained in previous social studies courses to pursue a deeper understanding of American government. Contemporary issues will frame conversations about the Constitution, the courts, legislative and executive branches, federalism, and a review of major political philosophies around the world. Emphasis is also given to the dynamics of political decision-making and the degree to which citizens participate in political processes. **Course is offered at Honors and CP Levels.**

Economics (1 semester)

This course provides a one-semester study of Economics in which students learn the fundamental concepts of micro-, macro-, and international economics and apply them in intellectually and engaging ways. Using the text, *Econ Alive*, as well as various current events, tables, graphs, statistics, and other data, students will gain a general understanding of economics and economic philosophy that will enable them to assess and evaluate the U.S. economy and their personal finance more successfully. Essay writing, critical thinking, active reading, and note-taking will be emphasized as important means for fully participating in the class. **Course is offered at Honors and CP Levels.**

IB History SL/HL

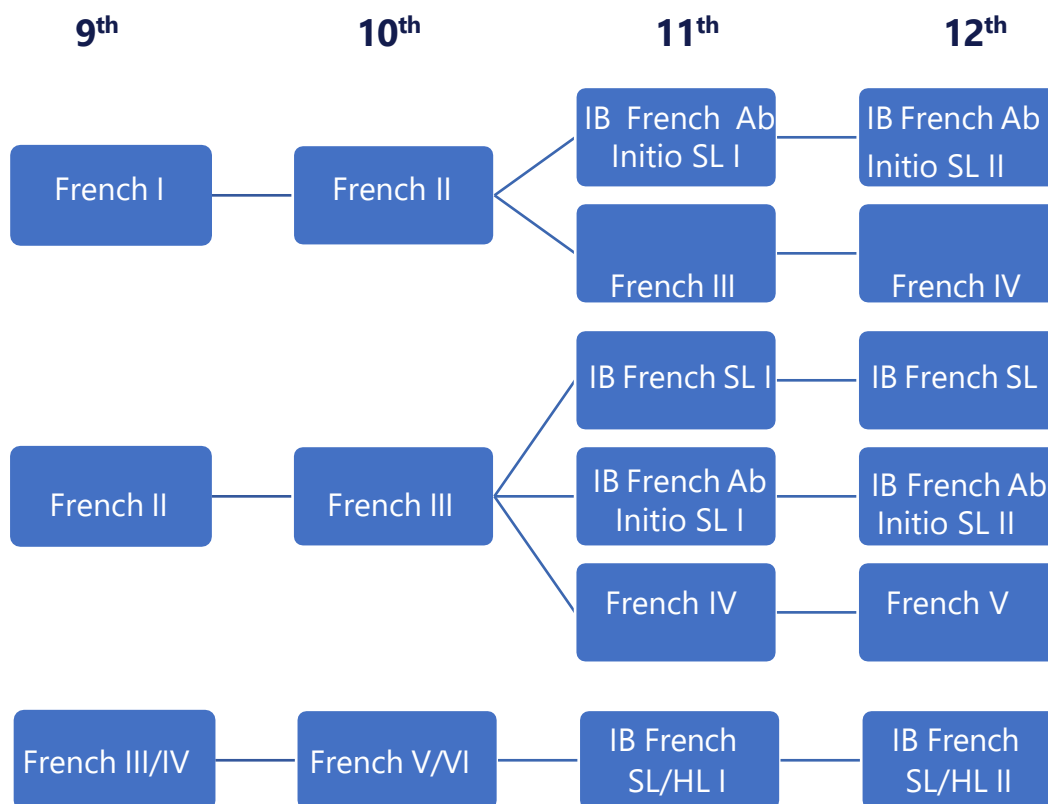
IB History is an exploratory subject that poses questions without providing definitive answers. To understand the past, students must engage with history both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts. The international perspective provides a sound platform for the promotion of international understanding and, inherently, the intercultural awareness necessary to prepare students for global citizenship. Above all, it helps to foster respect and understanding of people and events in a variety of cultures throughout the world.

IB Economics SL/HL

The study of economics is essentially about dealing with scarcity, resource allocation, and the methods and processes by which choices are made to the satisfaction of human wants. This is year one of a two-year course. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. The economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms, and markets, and economic theories of macroeconomics, which deal with economic variables affecting countries, governments, and societies. These economic theories are not studied in a vacuum; rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development, and environmental sustainability. The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their responsibilities at a local, national, and international level.

World Languages

French



French I

French I is designed as an introduction to the French language and culture. The overall goals of French I are seen in terms of students performing linguistic tasks successfully (speaking, reading, writing, and listening), gaining self-confidence, relying on themselves and classmates, developing their ability to create with another language, expanding their risk-taking skills in real-life communicative situations, and gaining greater insight into the varied perspectives offered by the study of French cultures. Students will learn about the language syntax and will be asked to express themselves in the target language with their peers and teacher in class. **Course is offered at Honors and CP Levels.**

French II

French II is designed to fit the demands of a higher level in French: there will be more oral expression in the target language and more short essays and compositions. The overall goals of French II are seen in terms of students gaining more independence while using French. They will refine their writing, speaking, reading, and listening skills. They will also learn more complex structures and grammatical rules. Finally, they will gain knowledge about the varied French cultures around the world. **Course is offered at Honors and CP Levels. Prerequisite: French I or a placement test**

French III

French III is designed as a pre-IB course. The overall goals are seen in terms of students performing linguistic tasks successfully (speaking, reading, writing, and listening), gaining self-confidence, relying on themselves and classmates, developing their ability to create with another language, expanding their risk-taking skills in real-life communicative situations, and gaining greater insight into the varied perspectives offered by the study of French cultures. The course will demand more reading and analysis through writing and oral presentations. The language that students practice in class is contextualized to reflect what they would speak, read, and hear in an authentic French-speaking environment. **Course is offered at Honors and CP Levels. Prerequisite: French II or a placement test.**

French IV

French IV is designed as a pre-IB initio course. The overall goals are seen in terms of students performing linguistic tasks successfully (speaking, reading, writing, and listening), gaining self-confidence, relying on themselves and classmates, developing their ability to create with another language, expanding their risk-taking skills in real-life communicative situations, and gaining greater insight into the varied perspectives offered by the study of French cultures. The course will demand more reading and analysis through writing and oral presentations. The language that students practice in class is contextualized to reflect what they would speak, read, and hear in an authentic French-speaking environment. **Course is offered at Honors Level Only. Prerequisite: French III or a placement test.**

French V

French V is designed as a pre-IB HL course. The primary goals of French V include enabling students to perform linguistic tasks successfully (speaking, reading, writing, and listening), enhancing their writing skills through improved grammar and spelling, and developing their ability to discuss and write about a wide range of topics. Additionally, students will expand their knowledge of literature and real-life situations, while gaining deeper insights into the diverse perspectives offered by French cultures. The course will demand more reading and analysis through writing and oral presentations. The language that students practice in class is contextualized to reflect what they would speak, read, and hear in an authentic French-speaking environment. **Course is offered at Honors Level Only. Prerequisite: Oral entrance exam, fluency in the target language.**

French VI

French VI is designed as a pre-IB HL course. The primary goals include enabling students to perform linguistic tasks successfully (speaking, reading, writing, and listening), enhancing their writing skills through improved grammar and spelling, and developing their ability to discuss and write about a wide range of topics. Additionally, students will expand their knowledge of literature and real-life situations, while gaining deeper insights into the diverse perspectives offered by the study of French cultures. The course will demand more reading and analysis through writing and oral presentations. The language that students practice in class is contextualized to reflect what they would speak, read, and hear in an authentic French-speaking environment. **Course is offered at Honors Level Only. Prerequisite: Oral entrance exam, fluency in the target language.**

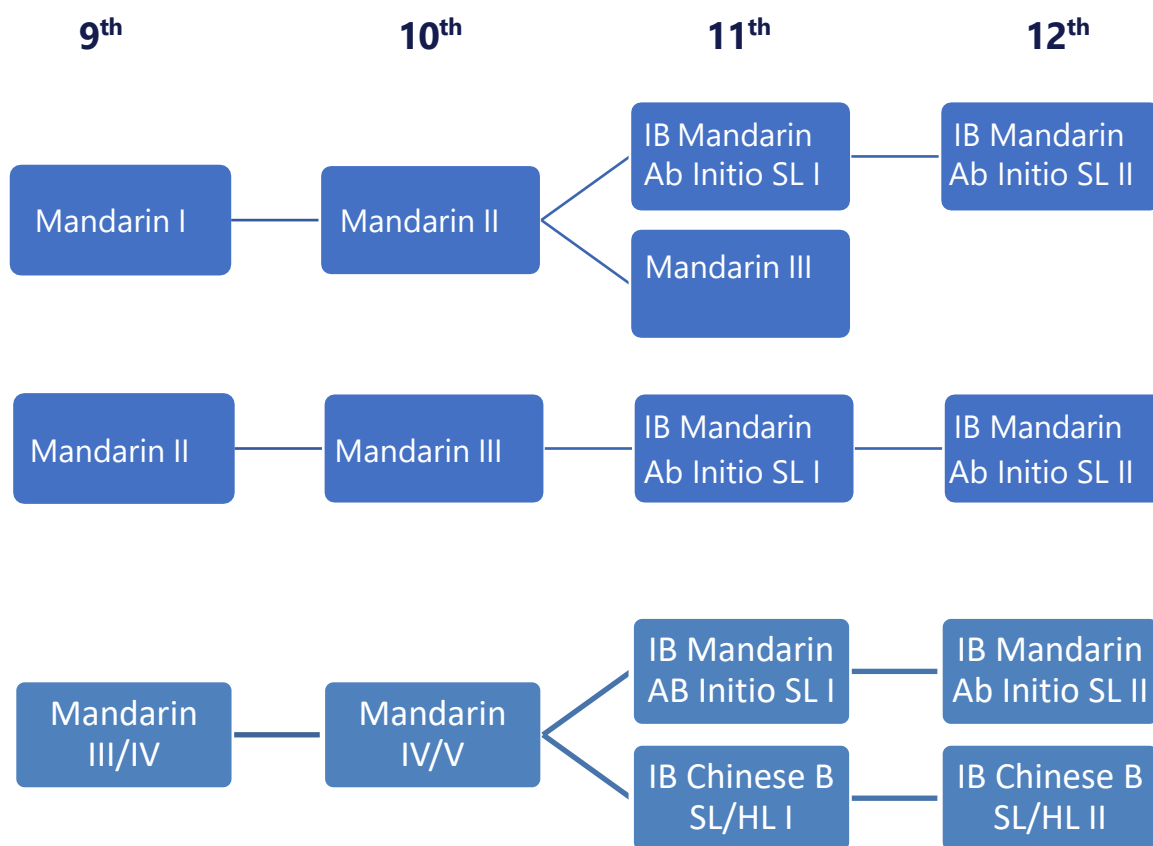
IB French Ab Initio SL

French Ab Initio SL is designed for students who have studied French for two years or less. They are either novices or relatively new to the language. It will enable them to communicate with people from French-speaking cultures and be successful in those parts of the world that speak French. Moreover, completion of the French Ab Initio SL course will enable students to develop an appreciation of French culture and greatly expand their possibilities for work, travel, and entertainment.

IB French Language SL/HL

IB French SL/HL 1 and 2 are designed for students who completed French V/VI and are proficient. The primary goals of French IB HL are to enable students to perform linguistic tasks successfully (speaking, reading, writing, and listening), enhance their writing skills through improved grammar and spelling, and develop their ability to discuss and write about a wide range of topics. Additionally, students will expand their knowledge of literature and real-life situations, gaining deeper insights into the diverse perspectives offered by the study of French cultures. The course demands more reading and analysis through writing and oral presentations. The language practiced in class is contextualized to reflect authentic communication in French-speaking environments. ***Prerequisite: Oral entrance exam, fluency in the target language.***

Mandarin



Mandarin I

Mandarin I is a beginner course for students with no previous experience of learning Mandarin. Students will learn how to communicate in real-life situations. The course will begin with studying pinyin and tone, which are the syllabic structures and pronunciation of Standard Chinese. Topics covered are exchanging greetings, numerals, asking date/month, family members, countries, and languages. The overall goal of Mandarin I is to develop oral communication skills and build a solid foundation for character recognition and writing. Students will learn several basic Chinese radicals and basic strokes. Students will also learn about and experience authentic culture through various activities.

Course is offered at Honors and CP Levels.

Mandarin II

Mandarin II is an intermediate level in Mandarin. Students will develop language proficiency in all four language skills: listening, speaking, reading, and writing. Students will learn how to communicate in real life situations using more complex sentences and language structures. Students will continue developing how to interpret and orally express these topics as well as build upon the Chinese writing system. Topics covered will be ordering food, weather and holidays, hobbies, student's daily routines, asking for directions, etc. Students will also learn Chinese culture and experience Chinese traditions through various activities. **Course is Offered at Honors and CP Levels. Prerequisite: Mandarin I or placement test.**

Mandarin III

Mandarin III is an intermediate Mandarin course designed for high school students who have taken Mandarin before. The class will focus on improving each student's speaking and writing skills through reading a variety of authentic texts. Students will study menus, shopping lists, diaries, articles, and letters, and will complete several performance-based communicative tasks to reinforce speaking skills. The class will continually review grammar structures and vocabulary through reading and speaking tasks. Students will create their own menu and keep a journal throughout the school year to put what they have learned into practice. In the second semester, students will focus on building Mandarin skills by learning about text types in advertisements, invitations, posters and articles.. **Course is offered at Honors and CP Levels. Prerequisite: Mandarin II or teacher recommendation.**

Mandarin IV

Mandarin IV is an advanced-intermediate course designed to further develop students' proficiency in listening, speaking, reading, and writing. Students will engage in meaningful conversations, express opinions, and analyze authentic texts such as short stories, news articles, and interviews. This course emphasizes complex sentence structures, idiomatic expressions, and expanding vocabulary to enhance fluency. Students will also deepen their cultural understanding through discussions on contemporary topics, Chinese traditions, and societal issues. Assessments will include presentations, debates, and writing assignments. **Course is offered at Honors Level Only. Prerequisite: Mandarin III, placement test or teacher recommendation.**

Mandarin V

Mandarin V is an advanced course that refines students' language skills through in-depth study of contemporary issues, classical and modern literature, and real-world applications. This course focuses on enhancing linguistic accuracy, cultural literacy, and critical thinking. Students will engage in analytical discussions, argumentative writing, and multimedia projects to strengthen their communication abilities. Authentic materials, including films, news reports, and literature excerpts, will be incorporated to promote cultural awareness and fluency. **Course is offered at Honors Level Only.**

Prerequisite: Mandarin IV or teacher recommendation.

IB Mandarin Ab Initio SL I/II

Mandarin Ab Initio SL is an innovative course designed for students with no prior experience in learning Mandarin. This course will enable them to communicate with people from different cultures and thrive in regions where Mandarin is commonly spoken. By taking Mandarin Ab Initio SL, students will develop the skills to function effectively in a Mandarin-speaking environment, gain an appreciation for the cultural richness of Mandarin-speaking communities, and significantly broaden their opportunities for work, entertainment, and travel.

IB Chinese B SL I/II

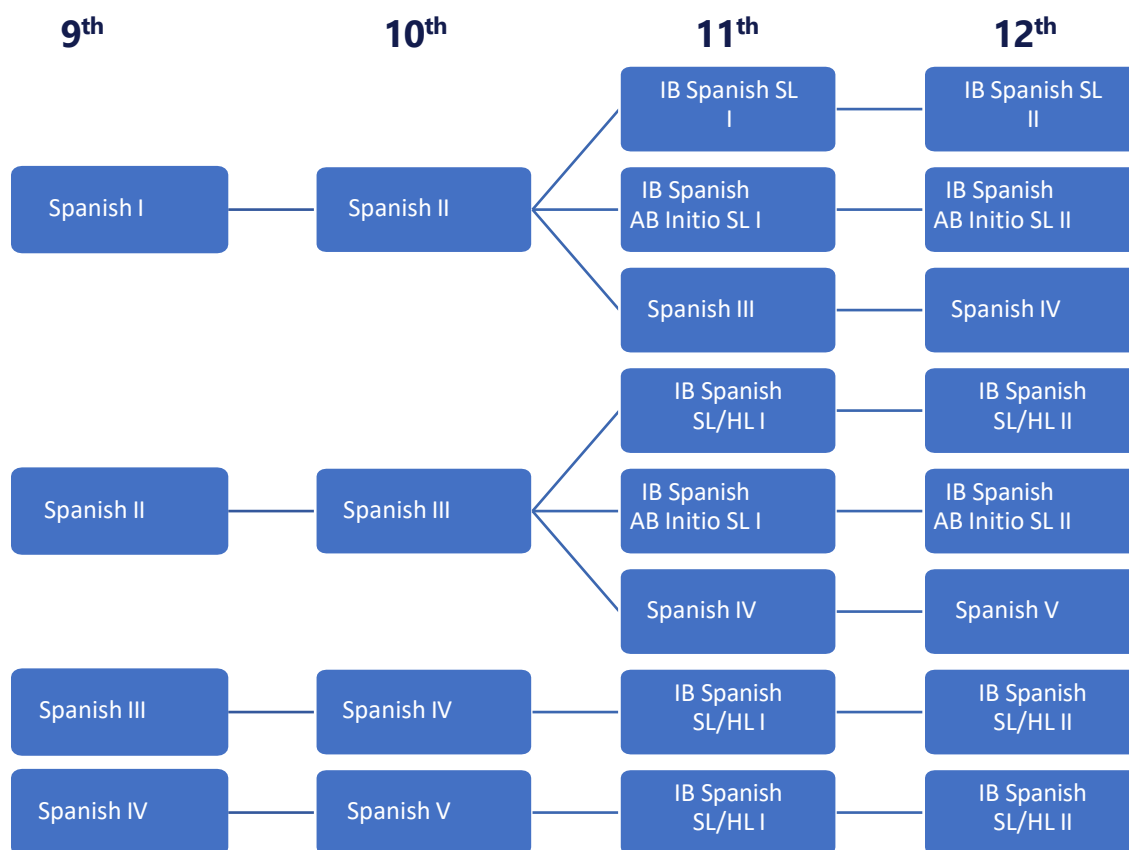
IB Chinese B SL is designed for students with prior Mandarin experience who wish to enhance their language proficiency in preparation for the IB examination. This course emphasizes interactive communication, reading comprehension, and written expression through a variety of authentic texts, including articles, blogs, interviews, and short stories. Students will explore themes such as global issues, social relationships, and cultural diversity, developing a deeper understanding of Chinese-speaking communities. Assessments will focus on oral presentations, written tasks, and listening exercises to prepare students for real-world interactions and the IB assessments. ***Prerequisite:***

Mandarin III, placement test, or teacher recommendation.

IB Chinese B HL I/II

IB Chinese B HL is a rigorous, immersive course designed for students seeking a high level of fluency in Mandarin. This course expands upon the IB Chinese B SL curriculum with a greater emphasis on literary analysis, critical thinking, and complex linguistic structures. Students will engage with a variety of authentic texts, including novels, essays, speeches, and opinion pieces, to develop sophisticated communication skills. Writing tasks will focus on argumentative essays, cultural reflections, and research-based projects. This course prepares students for the IB HL assessments and fosters a deep appreciation for Chinese language and culture. ***Prerequisite: Mandarin IV/V, placement test or teacher recommendation.***

Spanish



Spanish I

Spanish I is designed as an introduction to the Spanish language and culture. The overall goals of Spanish I are seen in terms of students performing linguistic tasks successfully (speaking, reading, writing, and listening), gaining self-confidence, relying on themselves and classmates, developing their ability to create with another language, expanding their risk-taking skills in real-life communicative situations, and gaining greater insight into the varied perspectives offered by the study of Hispanic cultures. Students will learn about the language syntax and will be asked to express themselves in the target language with their peers and teacher in class. **Course is offered at Honors and CP Levels.**

Spanish II

Spanish II is designed to fit the demands of a higher level in Spanish. There will be more oral expression in the target language and more short essays and compositions. The overall goals of Spanish II are seen in terms of students gaining more independence while using Spanish. They will have to refine their writing, speaking, reading, and listening skills. They will also learn more complex structures and grammatical rules in the target language. Finally, they will gain knowledge about the varied Hispanic cultures around the world. **Course is offered at Honors and CP Levels.**

Prerequisite: Spanish I or placement test.

Spanish III

Spanish III is designed as a pre-IB course. The overall goals of Spanish III are seen in terms of students performing linguistic tasks successfully (speaking, reading, writing, and listening), gaining self-confidence, relying on themselves and classmates, developing their ability to create with another language, expanding their risk-taking skills in real-life communicative situations, and gaining greater insight into the varied perspectives offered by the study of Hispanic cultures. The course will demand more reading and analysis through writing and oral presentations. The language that students practice in class is contextualized to reflect what they would speak, read, and hear in an authentic Spanish-speaking environment. **Course is offered at Honors and CP Levels. Prerequisite: Spanish II or placement test.**

Spanish IV

Spanish IV is a lower-intermediate course serving as a foundational course for students transitioning toward the International Baccalaureate (IB) Spanish curriculum. It can also be utilized as a third- or fourth-year world language option. This course emphasizes a concept-driven and inquiry-based approach, set within a global context. It aims to deepen students' linguistic and cultural understanding through the analysis and production of sophisticated language structures. Using a range of authentic texts and multimedia resources, students will refine their skills in understanding and communicating in both oral and written Spanish. This course also focuses on enhancing intercultural awareness and prepares students for the advanced demands of the IB Spanish program. **Course is offered at Honors Level Only. Prerequisite: Spanish III or placement test.**

Spanish V

Spanish V is an upper-intermediate course designed to move students seamlessly into the IB Diploma Programme's Spanish curriculum. It can also be utilized as a third- or fourth-year world language course. Building on the foundational concepts introduced in earlier levels, this course emphasizes further development of linguistic skills and cultural understanding within an increasingly complex global context. It aims to enhance students' ability to analyze, interpret, and produce sophisticated language structures with a deeper focus on nuanced expression and critical thinking. Through the exploration of diverse and authentic texts, multimedia resources, and contemporary issues, students will engage in advanced oral and written communication, preparing them for the rigorous expectations of the IB Spanish course. Additionally, the course integrates a comprehensive approach to intercultural awareness, encouraging students to explore and reflect upon various perspectives and identities. By fostering advanced communicative competence and critical inquiry, Spanish V prepares students for success in the IB Diploma Programme and beyond, emphasizing the importance of language as a tool for global understanding and interaction. **Course is offered at Honors Level Only. Prerequisite: Spanish IV or placement test.**

IB Spanish Ab Initio SL

This course is designed for students to develop the ability to communicate in Spanish through the study of language, themes, and texts. In doing so, students also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. The language ab initio syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet.

IB Spanish SL/HL

The overall goal of the Spanish IB program is the students' ability to understand and use the language spontaneously and confidently in a variety of situations that they would encounter in a Spanish-speaking environment. Students will develop their intercultural understanding and analytical skills through the study of monolingual Spanish texts on a variety of topics related to the Spanish language and culture(s). A variety of authentic sources such as newspapers, magazines, internet sites, music, film, literature, and more will be used in addition to the textbook to allow students to develop the skills necessary to effectively understand and communicate their meaning in oral and written Spanish. SL and HL are differentiated by the total number of coursework hours, the depth of analysis expected, the study of literature, and the level of difficulty and demands of assessment. ***SL Prerequisite: Spanish II or placement test. HL Prerequisite: Spanish III with teacher recommendation, Spanish IV, Spanish V, or placement test.***

English Language Acquisition

English Language Acquisition I, II, III, IV

The English language support course assists English Language Learners (ELL) to develop proficiency in academic English to be successful in all content courses. Each student is prepared with differentiated assignments, texts, and assessments. Students focus on finding ways to be more actively engaged in the classroom, such as working independently and taking risks to improve their language and cultural experience while in the U.S. This is an additional course that needs to be taken by all students who test below English proficiency.

Visual and Performing Arts Department

Performing Arts courses are semester-long except those notated as year-long courses.



Level I - Introductory Band (Yearlong)

This is a year-long 6th grade elective class and the entry class for the band program in the upper school. Students will develop the basic skills needed to play a musical instrument. No prior experience or knowledge of music is necessary. Through classroom participation and public performances, students will learn the mechanics of playing their instrument with ease and proper sound. Students will also learn basic rhythm patterns, note reading, and develop the confidence to perform successfully in large ensembles. This class may also be ideal for those with experience already, but who need a review and reinforcement of music reading, playing fundamentals, and techniques that are vital for lasting musical development. Students of any grade level are welcome. The introductory band will perform in the Winter and Spring Band Concerts. No audition is required for placement in the Introductory Band, all that is necessary is the desire and motivation to study a musical instrument.

Level II - Intermediate Band (Yearlong)

Intermediate Band is a year-long commitment designed for students with a foundational understanding of basic music reading, instrument assembly and maintenance, correct playing positions, and sound tone production. The instruction focuses on refining tone quality, technique, aural skills, and music literacy. Select students may have the opportunity to transition to instruments that were not offered in previous school experiences. These include many of the larger and/or more expensive instruments, which can be provided by the school, including the French horn, euphonium, and tuba. Otherwise, students and their families are encouraged to provide their own instruments through lease or purchase. The Intermediate Band will perform in the Winter and Spring Band Concerts. Placement in level II Intermediate Band is based on the following **prerequisites**:

- **Two or more years of experience (or discretion of the director)**
- **Concert F, Bb & Eb Major Scales**
- **Brass & Percussion – 1 octave: Woodwinds; 2 octaves where appropriate**
- **Understanding of whole, half, quarter, eighth and dotted half rhythms**
- **Understanding of 4/4-, 2/4-, and 3/4-time signatures**
- **A short solo piece demonstrating level of proficiency – No pop or jazz selections!**
- **Basic sight-reading. Private lessons encouraged, but not required**

Level III- Advanced Band (Yearlong)

Advanced Band is a year-long commitment, composed of students playing all the major woodwind and brass instruments, and student percussionists. Instruction concentrates on advanced technical and expressive skills in an ensemble-focused setting. Membership in the advanced groups is selective as advanced reading, musicianship, and student responsibility are required. The advanced band will perform in the Winter and Spring Band Concerts, adjudicated festivals, and other school-related functions. Placement in the Advanced Band is based on the following prerequisites:

- **Two or more years of experience, private lessons highly recommended, but not required.**
- **Concert D, G, C, F, Bb, Eb, Ab Major scales by memory (woodwinds/percussion – 2 octaves; brass – 1 octave).**
- **Chromatic Scale (woodwinds - full range of instrument; brass/percussion – 2 octaves; concert F to F).**
- **Understanding of intonation and basic pitch tendencies, sixteenth, dotted, and syncopated rhythms, 2/2 (cut time) and 6/8-time signatures.**
- **A solo demonstrating a high level of proficiency – No pop or jazz selections!**
- **Advanced sight-reading.**

Chamber Orchestra (Yearlong)

This class provides opportunities for string instrument players to continue the study of their instrument using group and individual techniques, performance of traditional and contemporary string orchestra and ensemble literature, and critique and analysis of musical performances. This is the premiere string ensemble at RSPS. Students in this ensemble are talented musicians who desire a rewarding orchestra experience, are determined to increase their ability to play an instrument, and consistently conduct themselves in a mature manner during all rehearsals and performances.

Prerequisite: Intermediate Orchestra and/or audition.

Guitar

This class provides an opportunity for students with no previous experience on guitar or ukulele to learn the basics of their chosen instrument including nomenclature, tuning procedures, care and maintenance, how to play both melodic lines and chords, how to apply foundational music theory, how to read both traditional music notation and tablature, and how to interpret chord symbols and diagrams. Students with previous experience in guitar or ukulele may also enroll in this course.

Choir (Yearlong)

Choir is a performance-based class, open to all students in Middle and Upper School. This ensemble, comprised of both Middle and Upper School students, will study and perform music from a wide variety of musical styles including pop, classical, jazz, and spirituals. Students will be given numerous performance opportunities throughout the semester, including our Veterans Day program and Rancho Under the Stars. In addition to performing, students will learn music theory and vocal technique skills.

One-Act Theater (1st Semester)

This performance-based class is a collaborative effort with the Upper School Creative Writing class, culminating in an end-of-semester Theatre Showcase event. Students should have an interest in theatrical performance and a desire to grow as stage performers. Students will learn about the art of one-act plays, as well as enhancing their performance and technique skills. Character development, audition techniques, script analysis, and critique skills will also be discussed throughout the semester.

Musical Theater Dance (1st Semester)

Musical Theatre Dance is a performance-based class open to High School students, with the goal of a performance at the end of the fall semester. This class is designed to develop “triple threat” skills by integrating dance, vocal performance and acting. They will learn songs and choreography from iconic Broadway shows, dance terminology, learn techniques to build stamina to sing and act while dancing. The course is one semester.

Musical Theater (2nd Semester)

Musical Theatre is a performance-based class open to Upper School students and is geared towards students with a strong interest in singing, acting and dancing. This course is a study of both musical and acting techniques and their combination in musical theatre performance. Vocal technique, music theory, musical theatre history, song interpretation and character development are among the aspects that will be covered. Throughout this course they will work on solos, duets and ensemble pieces to be showcased in a performance at the end of the semester.

Technical Theater (2nd Semester)

Technical Theater is open to Upper School students and will immerse students in the creative process of bringing stories to life through visual elements. This course will cover script analysis, character research, creating sketches of scenic designs, costume plots, make-up designs, marketing for the show and so much more. Students will gain behind the scenes exposure to where the real magic begins. This class does not have a performance.

Piano

This class is for beginning piano students. While many of the techniques will be specific to the piano, other concepts in music theory and ear-training/sight-singing will be used to reinforce learning basic piano skills. The goal of the class is to teach students how to play piano, but also to use the keyboard as a practical application of theory. Keyboard skills proficiency assessments will be given weekly in this class. There are no prerequisites. Students are not expected to be able to play the piano upon entry into this class. Experienced players are welcome to enroll for special projects and school performance opportunities.

Dance Technique I/II/III/IV (Yearlong)

Dancing is a fun, unique, and exciting way to be expressive, grow self-confidence and project personality! No dance experience is needed for this entry level class. It is designed for middle school students with little to no dance experience. In this dance course, students will be introduced to the genres of ballet as a foundation of all dances, followed by jazz, modern, lyrical and more. For each dance style, students will get familiar with terminology and execution of its dance movements and techniques. The focus of this class will be to develop coordination in relation to music and introduce students to the basics and essentials of proper dance technique. A routine class will always involve dressing out into dance attire, deep stretching for improvement in flexibility, and dance practices for growth in performing. Enrollment in this class will also involve participation in multiple performance productions throughout the school year. Let's dance! ***Pre-requisite: None to minimal experience.***

Dance Choreography I/II/III/IV (Yearlong)

In this intermediate level class, students continue their development by diving into intermediate level dance techniques, choreography construction and movement quality tactics. Students in this class learn a larger number of choreographic dance pieces per year in addition to learning the choreographic process by creating a piece of their own in class. A routine class will always involve dressing out into dance attire, deep stretching for improvement in flexibility, and dance practices for growth in performing. Enrollment in this class will involve participation in multiple performance productions throughout the school year that will also include their self-choreographed piece. ***Pre-requisite: One full year of ballet-based dance training (inclusive of any RSPS dance class) along with an approved evaluation at high school dance placement auditions (4/8-4/9).***

Performance Dance Collective I/II/III/IV (Yearlong)

This dance course is designed for students who are experienced dancers and have met technical dance requirements to develop themselves as competitive dancers. They'll dive into the learning of pre-advanced and advanced dance techniques, movement quality, and dance interpretation, choreography and performance. Students in this class will learn a larger number of choreographic dance pieces per year in addition to creating pieces of their own in class. A routine class will always involve dressing out into dance attire, deep stretching for improvement in flexibility, and dance practice for growth in performing. Enrollment in this class will also involve participation in multiple performance productions throughout the school year that will also include their self-choreographed pieces. This group of dancers will be a dance team and will represent Rancho Solano in the JV jazz division for at least 2 different competitions throughout the school year ***Pre-requisite: Minimum of two full years of ballet-based dance experience (inclusive of RS dance) along with an approved evaluation at US placement auditions (4/8-4/9).***

Performance Dance Company I/II/III/IV (Yearlong)

This dance course is designed for students who are experienced dancers and have met technical dance requirements to develop themselves as competitive dancers. They'll dive into the learning of advanced and elite dance techniques, movement quality, and dance interpretation, choreography and performance. Students in this class will learn a larger number of choreographic dance pieces per year in addition to creating pieces of their own in class. A routine class will always involve dressing out into dance attire, deep stretching for improvement in flexibility, and dance practice for growth in performing. Enrollment in this class will also involve participation in multiple performance productions throughout the school year that will also include their self-choreographed pieces. This group of dancers will be the school's middle school dance team and will represent Rancho Solano in the varsity jazz division for at least 3 different competitions throughout the school year. This company class will also represent Rancho Solano in other dance events such as Inspire Dance Concert Invitational in March. ***Pre-requisite: Minimum of two full years of ballet-based dance experience (inclusive of RS dance) along with an approved evaluation at US placement auditions (4/8-4/9).***

Fundamentals of Drawing

In this course, students will be working from observation in a variety of media to explore issues common to both representational and non-representational art. This basic drawing course serves as an opportunity for students to study and work with techniques that have been associated with the medium of drawing throughout art history.

Drawing II

In this course, students will build off their foundational drawing skills (composition, proportion, mark making) to explore a diverse range of applications in drawing. Students will have an opportunity to explore new materials and unconventional mark-making strategies. Students will be challenged to build bridges between drawing and other fields, challenge their notion of what constitutes a drawing, and continue to explore their creativity. Sample topics include anatomical drawing, figurative drawing, architectural drafting, abstraction, and character design. This course will continue to build students' knowledge of the role of art within history and contemporary society. ***Prerequisite: Fundamentals of Drawing or Instructor permission.***

Introduction to Painting

This course will develop students' painting abilities in a variety of mediums including watercolor, ink, acrylic, and oil. Foundational drawing skills are necessary for this course. Students will study various historical art movements and art styles and apply these styles toward developing their artistic style. Students will also practice critiquing each other's work. ***Prerequisite: Fundamentals of Drawing, or Instructor Permission.***

Fundamentals of Sculpture

A Visual Arts course covering basic three-dimensional composition and sculpture. Students will construct sculptures using various media, such as paper, wire, plaster, clay, and cardboard, and explore various fabrication techniques such as building an armature, environment art, public art, and architecture models.

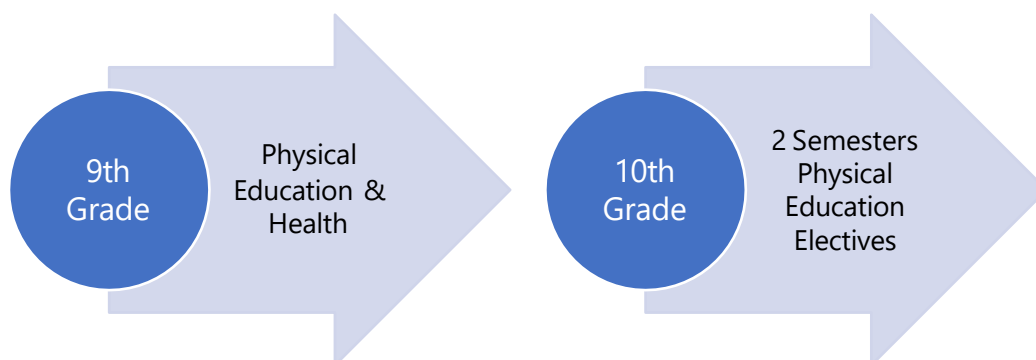
Digital Arts

This course provides students with an introduction to the world of digital visual arts. Through typography, graphic design, photography, and 3D modeling, students will communicate ideas and concepts effectively. Through a series of hands-on projects and exercises, students will explore the principles of composition, color theory, and visual communication. Students will be exposed to industry-standard software throughout the course, including Adobe Creative Suite, Photoshop, Illustrator, and InDesign, as well as 3D modeling software. It will provide students with a solid foundation in digital visual arts and the ability to create effective designs across multiple media. Additionally, they will be able to analyze and critique visual communication and apply design principles to their own work.

IB Visual Arts SL/HL I/II (Yearlong)

The IB visual arts course enables highly motivated students who are seriously interested in the study of the visual arts to develop a body of work that represents their research and development of artistic expression. Emphasis is placed on the application of design elements and principles, technical aspects of visual arts media, creativity, and the development of a disciplined process that shows the relationship between written investigation and the creation of purposeful studio work. The history of art and its influences on culture, time, and place are investigated and serve to inspire the student's artistic process. Students will be guided in developing their individualized program of study and preparing their portfolios, exhibition of work, and preparation of the online submission for IB assessment. Through the study of art, its processes, and its history, students will gain a broader perspective and understanding of the diversity, complexities, contributions, and spirit of mankind. Curriculum requirements are based on IB guidelines. IB Visual Arts is offered at both the Higher Level and Standard Level. ***Prerequisite: Fundamentals of Drawing, Fundamentals of Sculpture, Painting, or Drawing II.***

Physical Education Department



Health (1st Semester)

This course allows students to develop and enhance critical life management skills necessary to make sound decisions and take positive actions for healthy and effective living. Topics include positive emotional development, interpersonal relationships and communication skills, human sexuality, nutrition, substance abuse, CPR, and first aid. ***This course must be taken in 9th grade.***

Physical Education (2nd Semester)

Physical Education promotes activity and fitness in the context of healthy living and decision-making. Students participate in a wide range of PE units – from yoga to floor hockey to weightlifting to develop their interests and gain exposure to new sports and activities. Our highly trained staff encourages students to understand and appreciate a healthy lifestyle. Students can pursue individual interests rather than follow an approach of one size fits all. ***This course must be taken in 9th grade.***

Fitness and Strength Training (1st Semester)

The focus of this class is on cardiovascular fitness, flexibility, and resistance training. Students will learn proper techniques and weight room safety, as well as learn about muscle development to construct a training program to suit their individual needs. This is for individuals of all levels of fitness. This will enable students to fit in 60 minutes of fitness a day, whether in a gym facility or on a field at a park. The goal is to prepare the Upper School students for a healthy lifestyle. ***Prerequisite: Physical Education.***

Sports Conditioning (2nd Semester)

In this course, students will focus on total body conditioning and development. Included will be weightlifting, cardiovascular exercises, calisthenics, and isotonic and isometric exercises. The course also focuses on speed, agility, strength, coordination, and flexibility to help students reach their fitness and athletic goals. Students will also participate in sports-specific and general fitness skills and drills. Injury prevention and safe fitness practices will also be taught. ***Prerequisite: Physical Education.***

Advanced Athletic Training (1 Semester)

Advanced Athletic Training is a rigorous sport-specific training program for highly motivated student-athletes. Students are instructed in proper technique of fundamental and advanced strength and conditioning exercises. Programs are developed with each student's goals in mind and are conducted in a group setting. Students in AAT work to optimize performance in their varsity sport in preparation for post-high school opportunities. Students interested in this class MUST meet the following requirements: must be a varsity level athlete, must be in grades 9-12, must receive approval from Upper School Coach and School Administration, must have collegiate or post-high school athletic aspirations, and must have previous experience in strength and conditioning. ***Prerequisite: Sports Conditioning and Varsity Athlete.***

Rancho Solano Sports Academy (Taken Concurrently with Advanced Athletic Training)

The Rancho Solano Sports Academy is an exclusive opportunity for motivated high school athletes to receive elite sport-specific skills training and high-level sports performance training. Athletes can receive training during the school day as a part of the Advanced Athletic Training Course and will be trained by some of the best high school coaches and trainers in Arizona. This is an unprecedented opportunity for athletes with college aspirations to reach their potential and be prepared for the next level. Athletes interested in joining the Rancho Solano Sports Academy must sign up for the Advance Athletic Training class and apply for entry and receive approval from Coach Trigg. Athletes must show a high level of dedication to their sport(s), passion for improvement, and the ability to play at the Varsity and/or Collegiate level. Current sports offered will be Boys and Girls Basketball, Girls Volleyball, and Boys and Girls Soccer. The cost for accepted applicants will be \$50 per semester for additional apparel and equipment costs.

Technology

Courses are semester-long except those notated as year-long courses.

Principles of Applied Technology

In Principles of Applied Technology, students will survey multiple topics in various aspects of science and technology. Students will apply practical knowledge in categories including internet, networking, hardware, office applications, and media applications. This course is intended to hone technology skills that students will rely upon in all their future coursework while also covering topics of historical and current technological trends and events.

Foundations of Digital Creation

Unlock the technology that powers our daily lives. In this introductory course, students gain practical experience with three pillars of modern tech: coding, graphic design, video design, and 3D fabrication. Designed as a low-stakes entry point for all skill levels, the curriculum emphasizes "learning by doing." Through a cycle of exploration and creation, you will be exposed to various tech pathways that will uncover your personal interests and potential career directions.

Yearbook and Social Media (Yearlong)

In this yearlong course, students will be responsible for documenting events and everyday life of Rancho students. Students in this course will be responsible for producing the school yearbook as well as content for Rancho Solano's social media accounts. Lessons throughout the year will focus on various aspects of journalism such as designing space and layout, telling a story through a central theme, creating headlines and captions, writing and editing copy, interviewing, note-taking, and photography. Students will also learn about the rapidly changing world of social media and how to use it professionally. Students will gain a historical perspective, use a social media writing process and structure, engage with other social media users, and discuss the laws and ethics surrounding social media. There may be times throughout the course where deadlines and weekend events will require work outside of normal school hours.

US Robotics (Introduction)

Introduction to Robotics provides students with a foundational understanding of robotics design, construction, and problem solving using the VEX EXP platform. Students begin by exploring core robotics concepts before building and programming Base Bots and Claw Bots. Through challenges such as VEX Rocket League, designing and building their own robotics game, and engineering a robot capable of writing "RANCHO," students apply mechanical design, control systems, and creative problem solving. The course culminates in a final project in which students build a robot within defined specifications to complete a specific performance task, demonstrating their understanding of engineering principles and technical execution.

US Robotics (Intermediate)

Intermediate Robotics expands students' skills in drone technology and advanced robotics systems. Students study drone history and anatomy, complete flight training, and develop coding skills through structured programming challenges and obstacle courses. They explore real-world applications of drones, including business and industry uses, and build their own functioning drone systems. The course also includes extensive work with VEX V5 builds and an introduction to competitive robotics pathways. Students conclude with a comprehensive final project that demonstrates technical design, coding proficiency, and applied problem solving. **Pre-Requirement: Introduction to Robotics**

Topics in Media and Tech: Game Design

At the core of all Media Arts courses lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement, and imaginative syntheses that is achieved through the engagement of human expression through words and images. Students learn how to use popular game-development software to create engaging, interactive games in a variety of styles. After learning about game genres, students learn about all aspects of the game- design process this industry-leading 3D game design software, students will gain an understanding of how to implement scenes, actors and dialogue into the Unreal Engine. This course will cover one of the most essential skill sets of a narrative designer: using a game engine to translate the written word into a 3-D world. Students will work Fortnite, UnReal Engine and Twinmotion.

Elective Courses

Courses are semester-long except those notated as year-long courses.

Topics in Media and Tech: Film and Production

This semester-long course is designed for students who have some experience in Media Arts and wish to expand their knowledge in screenwriting, storyboarding, directing, film language, theory, and history. Through a combination of theoretical study and hands-on projects, students will gain a deeper understanding of the art and technique of filmmaking, preparing them for more advanced production work. This course is structured around both theoretical exploration and practical application. Students will engage in lectures, film screenings, hands-on workshops, and collaborative group projects. They will complete multiple filmmaking assignments, including short films, commercial projects, and experimental video pieces that demonstrate their mastery of key concepts.

Media Studies: Culture and Comedy

Comedy has long served as both a reflection of society and a tool for critique, offering insight into historical events, cultural shifts, and social movements. This course will explore how humor, across various forms of media, has been used to document, challenge, and reshape the way we understand history, power, and identity. Using historical context, critical theory, and media analysis, students will evaluate the artistic, cultural, and societal significance of comedy in different time periods. The course will include comparative analysis, written critiques, and creative projects that challenge students to think critically about the way humor shapes public perception and political thought. By the end of the course, students will have developed a comprehensive understanding of comedy as a historical and cultural force, equipping them with the analytical tools to engage with media in a sophisticated and critical manner. This course is designed for students who are interested in media studies, history, cultural criticism, and storytelling, and will prepare them for further study in film, literature, and social sciences.

Creative Writing

This course gives students the opportunity to express their creative voice through the genres of original poetry, prose fiction, the personal narrative and drama. Students will also practice the habits necessary to grow as a writer. Students will read a variety of short stories, poetry and one-act plays that will serve as models and inspiration for their own creative work. Students will create a digital writing portfolio of original poetry in both fixed forms and free verse, write an original short story and a one-act play. The class will be run as a writer's workshop with the goal of publication, particularly in the school's literary magazine, Pegasus and the school's monthly newspaper, Pegasus Monthly. Students will also submit their work to the National Scholastic Writing Awards competition as part of this course.

Forensics

Forensic Science is the application of an array of sciences (chemistry, physics, and biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. It includes the investigation of fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. Students are taught the proper collection, preservation, and laboratory analysis of various samples. This is a course rich in exploration and lab investigation that applies many disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes.

Introduction to Sports Medicine

This class is designed for students interested in the fields of athletic training, physical therapy, medicine, fitness, exercise physiology, kinesiology, nutrition, and other sports medicine-related fields. There will be classroom work and hands-on applications to provide students with an avenue to explore these fields. Through these connections, students will understand the importance that exercise, nutrition, treatment modalities, and rehabilitation play in athletic health. Students will study basic anatomy and the psychological impact of athletic injuries along with assessment and treatment techniques as they apply to athletic injuries.

Sports Nutrition

This course is designed for active individuals who want to build muscle, lose weight, boost energy, manage stress, and/or improve exercise performance. The most recent evidence-based sports nutrition guidelines will be reviewed, including what, when, and how much to eat for optimal sports performance. Students will create personalized meals that include eating before, during, and after exercise. Hydration schedules will be developed to help avoid dehydration. Additionally, students will explore the effects of supplements and ergogenic sports products.

Personal Finance

This is the course that many adults wish they had had in high school. Personal Finance is designed to teach students the basics of financial literacy. Students will be taken on a financial journey that begins with high school graduation and ends with retirement. Concepts such as interest rates, loans, credit, credit cards, monthly budgeting, taxes, the stock market, and various types of retirement accounts will be explored. The course is designed for 11th and 12th-grade students but is open to anyone in grades 9-12.

Introduction to Marketing

Everybody recognizes the iconic Coca-Cola logo and the Nike “Swoosh”. This course is designed for students that have an interest in global marketing and advertising. Students will take a walk through the marketing and advertising world and learn to market products with style. Students will gain knowledge of techniques used in marketing and advertising, including print, broadcast, and digital media. The course explores the social, cultural, and ethical issues of marketing and advertising, historical influences, strategies, and media decision processes. This class focuses on communication tools used to reach target audiences and increase consumer knowledge. Students will work on projects in marketing and advertising, looking at it from a global perspective and how global products play a significant role in our everyday lives.

Practical Living

Students in Practical Living will learn practical life skills that can be used in real-world situations. The focus will be on developing skills that can be used on a day-to-day basis in the real world and for sustainable living. Students will acquire hands-on skills and experience for everyday tasks like cooking, sewing, managing money, meal planning, managing time, and many more that will be of value. Students will gain valuable lifelong skills that will help them become self-reliant.

Introduction to Business

In this course, students will learn the basics of creating a start-up business. Concepts such as entrepreneurialism, creating a business plan, funding and budgeting, and basic economic implications will be discussed throughout this course. This course is designed to introduce students to the corporate world by understanding how businesses grow and what makes businesses successful.

Sociology

This course introduces sociology's basic concepts, theories, research methods, and subfields, covering topics like socialization, deviance and crime, family (child/parent relationships), economic inequality, culture, gender, religion, and social movements. Students will come to understand the many ways in which people's lives, including their own, are shaped by the social world, and the many ways in which human behavior and interaction serve to reinforce or challenge and reshape or social world. **Recommended for 10th grade and above, but open to all high school students.**

Psychology

In this course students will explore the fascinating world of human behavior, mental processes, and the science behind how we think, feel, and act. Students will be introduced to key concepts in psychology, including developmental stages, the workings of the brain, learning theories, personality, emotions, motivation, mental health, and abnormal behavior. By the end of the course, students will have a deeper understanding of the complexities of human behavior and how psychology applies to various fields, such as education, healthcare, business, and law. **Recommended for 10th grade and above, but open to all high school students**

Introduction to Engineering

In this elective class, students will learn and engage in fundamental engineering concepts encompassing mechanics, thermodynamics, optics, and materials science. Practical application through hands-on projects will include building simple machines, designing structures, and conducting experiments to grasp engineering principles. Students receive comprehensive training in CAD software, crucial for engineering design processes. Emphasis on honing mathematical and analytical prowess is essential for effective engineering problem-solving. Project diversity will include designing sustainable energy systems, crafting prototypes for innovative products, and delving into advanced engineering ethics and professional practices. Enhanced understanding of project management principles and teamwork dynamics tailored for engineering contexts. The culmination of our academic journey is marked by a project, where students apply interdisciplinary skills to tackle real-world engineering challenges.

Sports Journalism (Yearlong Course)

This course is designed for students interested in the field of sports journalism. It will provide a comprehensive understanding of sports reporting, writing, and broadcasting. With a mix of theoretical knowledge and practical experience, students will learn how to cover sports events, conduct interviews, and create compelling sports stories. The course will also emphasize ethical issues in sports journalism and the impact of digital media on the field. Guest speakers from various facets of the sports journalism industry will provide insights and real-world perspectives. **Requires Instructor Approval.**

Advanced Sports Journalism (Yearlong Course)

Advanced Sports Journalism is a rigorous, pre-professional course designed for students seeking collegiate or career pathways in sports media, communications, and broadcasting. Functioning as a working newsroom, the course challenges students to produce high-level, deadline-driven sports coverage across print, digital, audio, and video platforms while adhering to professional journalism standards.

Students will engage in advanced reporting, investigative sports storytelling, long-form feature writing, analytical and data-driven coverage, multimedia production, and live-event journalism. Emphasis is placed on developing a professional voice, mastering advanced interviewing and sourcing techniques, applying media law and ethics in real-world scenarios, and understanding the business, cultural, and social impact of sports media.

The course requires students to independently pitch, develop, and publish original content while collaborating within editorial teams. Students will produce professional-quality broadcasts, podcasts, documentary-style features, and digital media packages while managing social media coverage and audience engagement strategies. **Pre-requisites: Sports Journalism and Instructor Approval**

Journalism

Course Description: This course covers the basic principles and practices of contemporary journalism. Students will explore the foundations of journalism, learn key skills involved in reporting and writing and critically evaluate the role of journalism in democracies. Other topics include the changes in the production, distribution and consumption of news; journalism ethics; and analyzing and critiquing news content. Students will also be expected to write journalistic articles for publication in the high school newspaper, Pegasus Monthly.

Intro to Law

This dynamic, real-world-focused course introduces students to the American legal system using the Street Law textbook, outside readings, current events, films, and interactive activities. Students will explore topics such as criminal and civil law, constitutional rights, the justice system, and key Supreme Court decisions—all while making connections to issues that impact their daily lives. Through engaging discussions, debates, mock trials, and multimedia resources, students will build critical thinking skills and a deeper understanding of their rights and responsibilities as citizens.

Personal Perspectives in Media

This course is a hands-on, exploratory elective where students become writers, designers, artists, editors, and publishers all in one class. Students will have the autonomy to create projects that align with their passions, hobbies, interests, and wonders. Throughout the year, students explore different themes and creative approaches, producing a new project for every unit. Each project is a passion project: students choose the topic, the style, and the message. From collage and comics to poetry, photography, interviews, manifestos, or mini-magazines, every project becomes a unique expression of what matters to them. This course is fully project-based, highly creative, and built for students who want to experiment, make things by hand, and share their voice. There is no previous art or writing experience required, just curiosity and a willingness to try something new.

Introduction to Rock N' Roll History

study major eras and artists, analyze lyrics and live performances, learn simple riffs or parts of songs, write and discuss cultural impacts related to the genre. Students will watch bands perform (several for each decade beginning with the 1950s), discuss the performance, and then complete an assignment based on what was seen. Students will be exposed to rock n' roll bands such as the Beatles, Talking Heads, Nirvana and more.

IB Electives Open to any 11th and 12th Graders

IB Psychology SL I/II

IB Psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB Psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and sociocultural levels of analysis reveal the immense diversity of influences that produce human behavior and mental processes. Cultural diversity is explored, and students are encouraged to develop empathy for the feelings, needs, and lives of others within and outside their own culture. This empathy contributes to an international understanding.

IB Film SL/HL I/II

IB Film aims to develop students as proficient interpreters and makers of films. Through the study and analysis of film text, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices, and ideas from multiple perspectives, challenging their own viewpoints and biases to understand and value those of others. IB Film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film.

IB CORE Required for Diploma Candidates

Theory of Knowledge: 11th Grade (Semester 2), 12th Grade (Semester 1)

Theory of Knowledge (TOK) is one of the core components of the International Baccalaureate curriculum. It is a course that examines how we come to know things or, perhaps more accurately, how we come to know what we *believe* we know. As with all IB courses, TOK aims to develop students' critical thinking abilities using both concrete and abstract concepts. Crucially, *TOK also seeks to foster connections across different disciplines* so that students can develop a deeper understanding of their subjects and a metacognitive approach to their learning. Therefore, TOK helps students to become active, rather than passive learners. TOK is available to ALL interested juniors but is a required seventh class for IB Diploma candidates.

Additionally, TOK works with the rest of the IB core (especially the Extended Essay and CAS [creativity, activity, and service]) to enrich learning and provide an education that focuses on more than just measurable academic prowess. At its core, TOK seeks to start a vibrant and lively conversation, connecting the religious, moral, and cultural, legal and logical perspectives. Lively conversation will surface as a vibrant element of our course. And as we discuss, our efforts will resist the erasure caused by nihilistic thinking (certainty is impossible, nothing is what it seems to be, there is no such thing as truth) while simultaneously rejecting prejudiced bias (accepted behaviors must be true, my culture is best, we can easily obtain certainty).