

HIGH SCHOOL PROGRAM OF STUDIES 2022-2023



CAYMAN INTERNATIONAL SCHOOL
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The CIS High School Diploma

CIS offers the U.S. High School Diploma as well as the International Baccalaureate (IB) Diploma. The U.S. High School Diploma at CIS is earned by completing a minimum of 24 credits over the course of four years. One credit is earned in a course that meets every school day for one full school year. Partial credit is earned by taking an elective course two days per week. Some courses are a semester in duration, and other courses last the duration of the entire school year. Credits must be earned in selected areas as described in the chart below.

To earn a U.S. High School Diploma from CIS, credits must be earned over four years in certain pre-determined subject areas.

Academic area	Graduation Requirement	Recommended Credits for University
English	4.0	4.0
Math	3.0	4.0
Science	3.0	3-4
Social Studies	3.0	3-4
World Language	3.0	3-4
Visual/Performing Arts	1.0	3-4
PE	1.0	1-2
Health	0.5	0.5-1
Electives	5.0	
Community Service	0.5	Highly recommended
Total	24	

Frequency and Duration of Course	Credit Awarded
Courses meeting two or three days per week for the full school year (approx. 132 hours)	1.0
Courses meeting two or three days per week for one semester (approx. 66 hours)	0.5

- Students take **five core courses** each year in the areas of English, Math, Science, Social Studies and World Language.
- If a student has a Psychoeducational Evaluation with an Individualized Educational Plan (IEP) that specifically addresses language and language development, the student may complete two years (2.0 credits) of a World Language to meet CIS graduation requirements.
- At least one credit (1.0 – two semesters) must be selected from courses that are beyond the five core course requirements (technology, TOK, etc.)
- **Visual and Performing Arts** refers to courses in Art, Music, Band, and Drama. Electives can be additional PE or Fine Arts courses.
- Please note that not all elective and other non-core courses are offered every semester. Student demand and staffing patterns determine when and how often electives and other courses can be offered. Students do not always receive their first choice of courses.
- **NOW** is the time to start reviewing the requirements of specific colleges and universities you are interested in. CIS offers valuable interest inventory testing and college counseling.

Course Load and Enrollment Requirements: In grades 9 and 10, students must be enrolled in eight (8) full-time classes (or equivalent schedule). Any exception requires pre-approval and a meeting with the principal and counselor. In grade 11, students must be enrolled in a minimum of six and half (6.5) full-time classes. In grade 12, students must be enrolled in a minimum of six (6.0) full-time classes (or equivalent schedule). There are no exceptions to the grade 11 and 12 enrollment requirements.

Elective Credit Waiver

Students may apply for a waiver to receive partial elective credit in Fine Arts and PE. To receive waiver credit students must:

- Receive pre-approval from a counselor and administrator prior to the start of the activity
- Participate in an activity with a credentialed or certified teacher, coach, or supervisor
- Keep a log that is signed by the participating coach and/or supervisor. The log must be dated, the hours recorded, and a signature provided

Waiver Credit Max:

- Visual and Performing Arts (1.0)
- PE (0.5)

Waiver Requirements:

- 0.25 credit = 33 hours
- 0.50 credit = 66 hours
- 0.75 credit = 99 hours
- 1.00 credit = 132 hours

CIS will not issue partial credit below 0.25. If a daily activity extends beyond 60 minutes, students cannot accumulate minutes to count toward another day.

Sample Course Selections

GRADE 9	GRADE 10
English 9	English 10
History of the Modern World	History of the Post- Modern World
Integrated Science 9	Integrated Science 10
Math Foundations / Integrated Math 1 and 2	Integrated Math 1, 2 or 3
Spanish 1, 2 or 3 / Native Spanish	Spanish 1, 2 or 3 / Native Spanish
PE/ Health	Elective
Elective	Elective
GRADE 11	GRADE 12
English 11* / Language and Literature 11*	English 12*
Geography* and/or World History* and/or Environmental Systems and Societies*	Geography* and/or World History* and/ or Environmental Systems and Societies*
Biology* and/or Chemistry* and/or Physics and/or Environmental Systems and Societies*	Biology* and/or Chemistry* and/or Physics Environmental Systems and Societies*
Math AI / Math AA or Integrated Math 11	Math AI / Math AA or Integrated Math 11 or 12
Spanish* / Spanish 2 or 3	Spanish* / Spanish 2 or 3
TOK* or Elective	TOK* or Elective
Visual or Performing Arts* or Elective	Visual or Performing Arts* or Elective

*Can also be taken at the IB level

The International Baccalaureate Courses and Diploma

Cayman International School has been authorized to present the Diploma Program of the International Baccalaureate since September 2008. The courses prepare students for external exams given around the world in May of each school year. Successful performance on these exams can lead to advanced standing in American, Canadian and European universities and colleges, and other institutions across the globe. In many countries, the results from these exams are also used in the university admission process.

IB Learner Profile
Reflective
Open-Minded
Risk-takers
Caring
Balanced
Principled
Knowledgeable
Inquirers
Communicators
Thinkers

The IB program offers a diploma *in addition to* the Cayman International School High School Diploma. The IB program of studies leading to examinations is a two-year sequence for students in their final two years of high school. Students who enroll in the IBDP (International Baccalaureate Diploma Program) will choose three subjects at Higher Level (HL) and three subjects at the Standard Level (SL). The higher and standard level courses offered at Cayman International School are noted below.

The IB Diploma Program is a demanding, challenging and comprehensive two-year international curriculum. Students may either apply for the full diploma, granted after achieving a certain level on external exams and fulfilling several other criteria, or they may opt for “Certificates of Achievement” in particular IB courses. In the latter case, students would not be eligible for the IB Diploma (as it requires three higher and three standard subjects including exams) but would receive the IB Certificate for each IB course they take, allowing them to earn the associated college credit. The IB Diploma and Certificate Programs may only be chosen after consultation with the IB Coordinator.

All IB courses are designed to cultivate the characteristics of the IB Learner Profile. The IB Diploma involves successful performance on the external exams, and completion of the Extended Essay, CAS, and the TOK. There are minimum hours required for the HL (240) and SL (150) IB courses.

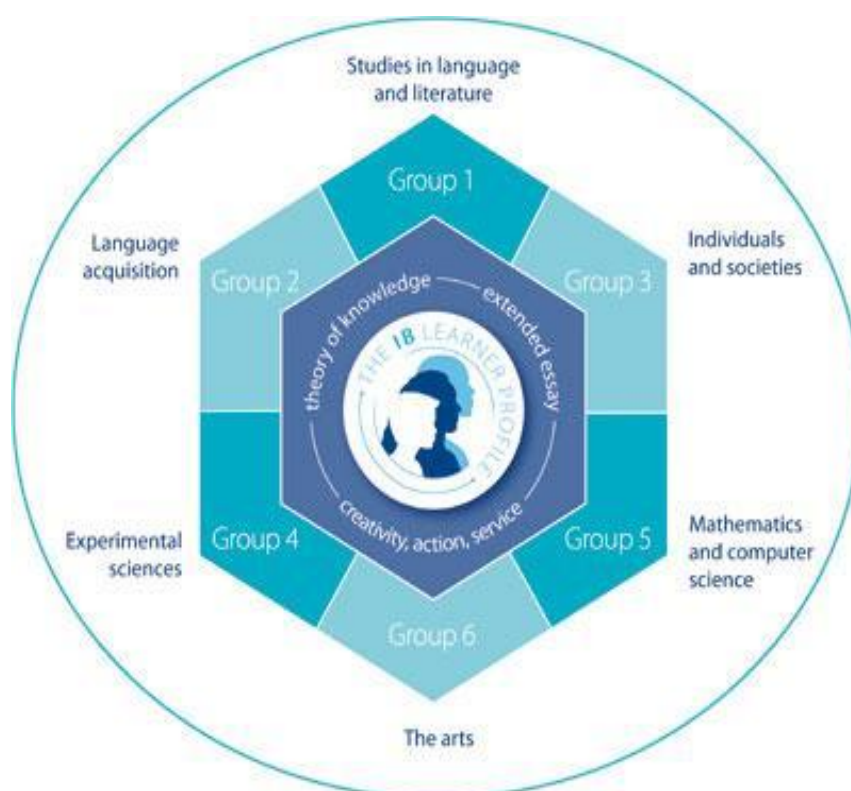
IB Subjects Available at CIS

	Higher Level	Standard Level
Group 1	English Literature 11/12 Language and Literature 11/12	English Literature 11/12 Language and Literature 11/12
Group 2	Spanish (Language B) 11/12	Spanish (Language B) 11/12
Group 3	Geography 11/12 History 11/12	Geography 11/12 History 11/12 Environmental Systems and Societies 11/12
Group 4	Biology 11/12 Chemistry 11/12 Physics 11/12	Biology 11/12 Chemistry 11/12 Physics 11/12 Environmental Systems and Societies 11/12
Group 5	Math (Analysis and Approaches) 11/12	Math (Analysis and Approaches) 11/12 Math (Applications and Interpretation) 11/12
Group 6	Visual Arts 11/12 Music 11/12	Visual Arts 11/12 Music 11/12

***Note:** To facilitate student needs, alternative Group 2, 3, 5, and 6 courses may be available through Pamoja, including Mandarin *ab initio* and Spanish *ab initio*. These are online courses that are subject to approval and require additional tuition to be paid by parents. Courses have a CIS facilitator but are taught by the online instructor. Approval is required by administration, counselor, and IB coordinator as these courses are not applicable for all students. Pamoja is the only online provider of approved IB courses in the world.

Three Additional Requirements – the IB Diploma Core

- Creativity-Action-Service (CAS) is studied throughout the Diploma Programme. CAS involves students in a range of activities alongside their academic studies. The three strands are Creativity – arts, and other experiences that involve creative thinking; Activity – physical exertion contributing to a healthy lifestyle; Service – an unpaid and voluntary exchange that has a learning benefit for students. Students are required to complete a CAS Project to demonstrate initiative, perseverance, and development of skills, problem solving, and decision making.
- The Extended Essay (EE) is an independent research paper of up to 4,000 words in one of the subjects of the IB curriculum. The EE is marked externally.
- Theory of Knowledge (TOK) is a course that explores the relationship between the various disciplines and ensures that students engage in critical reflection of the knowledge and experience acquired both within and beyond the classroom. TOK is assessed through an oral presentation and a 1,600 word essay.



Community Service/Service Learning

CIS strongly values the principles of service and fosters both school and community-based service-learning opportunities. All students are required to fulfill the following minimum hours of service learning.

Grade 9	15
Grade 10	20
Grade 11	25*
Grade 12	25*

**IB Diploma students may have additional CAS requirements and will be updated accordingly.*

Service Learning: Service learning is a teaching and learning approach through which students achieve curriculum goals and develop empathy while attending to the needs of others. Service learning is a crucial aspect of sound appreciative inquiry education and high school students are required to complete minimum service-learning hours. Service learning does not solely focus on doing things for others but includes a partnership with others and also attends to environmental and societal needs. It is important that service learning be at the heart of all projects or participation. Leadership groups and clubs provide opportunities for student participation. Participation in a group or club that focuses on service learning enhances student understandings, programs, and projects, and contributes to the development of community on and off-campus.

All service-learning activities must have the approval of the designated CAS Coordinator and/or high school counselor.

Guiding Questions for Service-Learning Consideration at CIS: Is the activity a new role for me? Is it a real task that I am going to undertake? Does it have real consequences for other people and for me? What do I hope to learn from involvement? How can this activity benefit other people? What can I reflect on during this activity?

Examples of service-learning activities which *are* likely to be considered:

- Volunteering to coach a team or teach children
- Volunteering at a retirement facility
- Tutoring
- Beach clean-ups
- Organizing a walkathon to raise money for a special interest group

Examples of service-learning activities which *are not* likely to meet the criteria:

- Any class, activity or project which is already part of the school's program or a school event
- An activity for which a student is personally rewarded either financially or with some other benefit
- All forms of responsibility within the family
- Work experience which only benefits the student
- Fundraising with no clearly defined end in sight
- An activity where there is no responsible adult on site to evaluate and confirm student performance

Course Descriptions

English

English 9 - General Literature and Composition: This course focuses on the development of critical thinking, reading, writing and presentation skills. Students will explore fiction, non-fiction, poetry and drama while focusing on cultural diversity. The writing process for formal essays will be introduced with an emphasis on research and persuasion. Various forms of creative writing will be explored as students solidify their grasp of appropriate grammar and syntax.

English 10 - World Literature and Composition: The World Literature course focuses on reading, writing, comprehension, presentation and communication skills, allowing students to experience the voice of writers holding alternative views. Students will analyze, discuss and deconstruct pieces of literature by topic, theme and style. They will learn to identify methods authors use to express themes and opinions through the study of writing styles and techniques.

HS English 11/12 – Literature and Composition: This course continues with an emphasis on developing composition skill and literary analysis. The course focuses on developing the language skills of reading, writing, speaking, listening, critical and creative thinking and expression, viewing, and presenting. The course includes the study and deconstruction of various literary genres: short story, poetry, novel, drama, and non-fiction. Through the study of different genres, students will develop critical reading and writing skills, and gain an understanding of different cultures, themes, and perspectives.

IB English Literature 11 & 12: This course will engage students in a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students will learn to appreciate the artistry of literature and develop the ability to reflect critically on their reading, presenting literary analysis through both written and oral communication. Students develop the ability to engage in close, detailed works, building understanding of the techniques involved in literary criticism. **Note:** This course is taught at the IB (SL) and IB (HL) levels, both requiring students to sit for external assessments.

IB Language and Literature 11 & 12: This course will engage students in a broad range of texts, and students grow to appreciate a language's complexity and wealth of subtleties in a variety of contexts. Students will develop a personal appreciation of language and literature, and they will develop critical-thinking skills in their interaction with a range of texts from different periods, styles, text-types and literary forms. The course focuses on developing student understanding of formal, stylistic and aesthetic qualities of text. Students will develop an appreciation of cultural differences and perspectives and understand how language challenges and sustains ways of thinking. **Note:** This course is taught at the IB (SL) and IB (HL) levels, both requiring students to sit for external assessments.

Mathematics

Math Foundations: This is an integrated mathematics course that reinforces the conceptual understandings of modeling, functions, number and quantity, algebra, geometry, and statistics and probability. The course is designed to provide students with a better understanding of the conceptual categories required for *Integrated Math 1*.

Integrated Math 1: This course aims to deepen and extend student understanding by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving simple exponential equations, exploring linear and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data. Students use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments to justify their thinking. **Note:** This course is a prerequisite for *Integrated Math 2*. A scientific or graphing calculator is recommended for this course.

Integrated Math 2: This course starts with a review of *Integrated Math 1* and aims to formalize and extend the geometry that students learned in previous courses. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events. Students use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments to justify their thinking. **Note:** This course is a prerequisite for *Integrated Math 3* and/or *IB Mathematics*. A scientific or graphing calculator is recommended for this course.

Integrated Math 3: This course starts with a review of *Integrated Math 1* and *2* and aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions. Students use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments to justify their thinking. **Note:** A scientific or graphing calculator is recommended for this course.

Quantifying Uncertainty and Measuring Change (Prereq *Integrated Math 2* or *3*): This course builds and strengthens students' conceptual knowledge of Algebra, Statistics and Probability. The Algebra portion includes rounding and accuracy, error estimation, basic rates of change, substitution, solving problems using equations, and an introduction to Differential Calculus. In Statistics and Probability, students investigate the measurements of spread in data, including standard deviation, methods of data presentation, basic probability, discrete and continuous random variables and probability distributions. The course can be taken by students in either Grade 11 or Grade 12. This course is offered every other year opposite *Space, Shape and Mathematical Modelling*.

Space, Shape and Mathematical Modelling (Prereq Integrated Math 2 or 3): This course builds and strengthens students' conceptual knowledge of Algebra, 2D and 3D Geometry, Trigonometry, Coordinate Geometry and Mathematical Modelling. Topics in Geometry and Trigonometry include perimeter, areas in 2D and 3D, volume, as well as length, angles and areas of both right-angled and non right-angled triangles. In Coordinate Geometry, students examine distance, slopes, equations of lines, parallelism and perpendicularity in a variety of applications. The introduction to mathematical modelling is based on the use of elementary functions to describe and explore real-world phenomena and data. Linear, exponential, logarithmic, and trigonometric function models are considered. The course can be taken by students in either Grade 11 or Grade 12. This course is offered every other year opposite *Quantifying Uncertainty and Measuring Change Mathematics*.

IB Mathematics: Analysis and Approaches (Prereq Integrated Math 2 or 3): This course has a strong emphasis on calculus and on algebraic, graphical and numerical approaches. In this course, students will develop strong skills in mathematical thinking and become fluent in the construction of mathematical arguments. The course is designed for students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course is suitable for students who may go on to further study in subjects that have a significant level of mathematics content (e.g. mathematics, engineering, physical sciences or economics). The five topics covered are number and algebra, functions, geometry and trigonometry, probability and statistics, and calculus. **Note:** This course is taught at the IB (SL) and IB (HL) levels, both requiring students to sit for external assessments. Each topic above has sub-topics with HL students covering some additional sub-topics or the same sub-topics at greater depth. A scientific or graphing calculator is required for this course.

IB Mathematics: Applications and Interpretations (Prereq Integrated Math 2 or 3): This course emphasizes the applied nature of mathematics and is designed for students who wish to understand how mathematics relates to the real world and to other subjects. It will appeal to students who enjoy mathematics in a practical context. Students who take this course will be interested in developing their skills in solving practical problems, harnessing technology, and exploring mathematical models. This course is suitable for students who may go on to further study in subjects that utilize mathematics in this way such as social sciences, natural sciences, statistics, business, psychology or design. The five topics covered are number and algebra, functions, geometry and trigonometry, probability and statistics, and calculus. **Note:** This course is taught at the IB (SL) level. IB (SL) requires students to sit for external assessments. Each topic above has sub-topics. A scientific or graphing calculator is required for this course.

Sciences

Integrated Science 9: This course is designed to introduce students to biology, chemistry and environmental science using an inquiry-based approach combined with extensive laboratory work. The course focuses on the relationship between these three sciences, emphasizing how the basic units of atoms, cells and energy flow through ecological systems. Emphasis will be placed on the practical application of concepts, and on skills needed for further study in any related fields. Lab and class activities are designed to involve students in the learning process emphasizing critical thinking, evaluation and analysis. This course provides the stepping-stone for future IB science related courses.

Integrated Science 10: This course builds on the coursework from Integrated Science 9 and is designed to introduce students to the major connections between physics, chemistry and engineering using an inquiry-based approach combined with extensive laboratory work. The course focuses on the relationship between these three sciences, emphasizing forces, matter and energy and their applications to the world using an engineering lens. Emphasis will be placed on the practical application of concepts, and on skills needed for further study in any related fields. Lab and class activities are designed to involve students in the learning process emphasizing critical thinking, evaluation and analysis. This course provides the stepping-stone for future IB science related courses.

Environment Science: This course will extend on the knowledge and skills gained from prior high school science classes. Students will participate in a variety of classroom, laboratory and fieldwork activities to gain a deeper understanding of marine ecosystems. This course will include topics of Classification of Marine Organisms, Fish Anatomy and Physiology, Physical and Chemical Oceanography, Conservation and Ecotourism. Topics of study will discuss and investigate local and global issues associated with changing marine ecosystems. This course is offered every other year opposite *Marine Science*.

Marine Science: This course will extend on the knowledge and skills gained from prior high school science classes. Students will participate in a variety of classroom, laboratory and fieldwork activities to gain a deeper understanding of marine ecosystems. This course will include topics of Classification of Marine Organisms, Fish Anatomy and Physiology, Physical and Chemical Oceanography, Conservation and Ecotourism. Topics of study will discuss and investigate local and global issues associated with changing marine ecosystems. This course is offered every other year opposite *Environment Science*.

Environmental Systems and Societies 11 & 12: This is a transdisciplinary course that contains various sciences, coupled with a societal viewpoint, all intertwined to help students understand the environment and its sustainability. The purpose of this course is to expose students to the interrelationships of the environment and societies, and the nature of their interactions, so that they can make informed personal responses to a wide range of pressing global issues. The course requires field experiences which will further extend the interrelationships between the environment and societies. The course promotes an understanding of environmental processes in an internationally minded way. Students will consider the interdependence of peoples, communities and nations around the world as governmental and non-governmental agencies work to manage and preserve the resources of our globe's environment. The course of study will provide the skills necessary for students to analyze, promote cultural awareness, connect technology and its influence on the environment, and realize that global societies are linked to the environment at a number of levels and at a variety of scales and the resolution of many of these issues relies heavily on international relationships and agreements. As a result of this course, the students will develop a holistic appreciation of complexities of local and global environmental issues and how different societies influence them. **Note:** This course is taught at the IB (SL) and high school levels. IB SL requires students to sit external assessments.

IB Biology 11 & 12: Biology 11/12 is a two-year study of life evolving over three billion years to produce over eight million species that share the Earth today; more than at any other time. In this course, students will study the micro and macro processes that drive the biological world, through which they will gain a deeper understanding of the nature of science. The core topics covered include cell biology, molecular biology, genetics, ecology, evolution and human physiology. **Note:** This course is taught at the

IB (SL) and IB (HL) levels. The difference between SL and HL is one of breadth and depth. HL students are required to study more demanding extension material. Both HL and SL students are required to sit external IB exams and complete an individual investigation as their Internal Assessment.

IB Chemistry 11 & 12: This course combines intensive conceptual study with in-depth laboratory techniques. This course will focus on the international applications of chemistry and the impacts that science and technology have on humans and the environment. The course will encourage the development and use of higher order thinking strategies such as analysis and synthesis as well as problem solving skills. Students will develop a well-rounded understanding of the relationships between scientific disciplines and the overreaching nature of the scientific method. **Note:** This course is taught at the IB (SL) and IB (HL) levels, both requiring students to sit external assessments. This is a two-year IB course.

IB Physics 11 and 12: Practical investigations are an integral part of this course. Students are required to research a scientific problem, develop an hypothesis, design an experiment, conduct investigations and draw conclusions. Special emphasis is given to manipulative skills required to carry out scientific investigations. Topics covered in the course are measurements and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic and nuclear physics, and energy production. These main concepts serve as topics that may lead into deeper investigation and learning: **Note:** This course is taught at the IB (SL) and IB (HL) levels, both requiring students to sit external assessments. This is a two-year IB course.

Social Studies

The Modern World - Development and Change (Grade 9): In this course, students will investigate how developments in technology, economics and politics influence our interactions with the world around us. To what extent does access to information impact revolutionary ideas? How does development impact land use planning? Are TNCs the new empires? How does development impact international conflict and cooperation? Building on the co-curricular investigation skills, students will address these questions from a multi-disciplinary standpoint, and they will examine a variety of case studies throughout the year.

The Postmodern World - Global Interactions (Grade 10): In this course, students will investigate the changing nature of political and economic thought in a global context. How are different political ideologies applied in different geographic contexts? How does international interaction impact perception/sense of national identity? How do differing ideologies affect global economic interactions?

Geography 11 & 12: This course focuses on understanding the nature and causes of area differentiation on the global surface. Students will seek to understand the differences in patterns of human distribution, interrelationships between human society and the physical environment, people's use of the Earth in time and space, and how these differences are related to people's cultures and economies. There are both internal and external assessments in this course. **Note:** This course is also taught at the IB (SL) and IB (HL) levels, both requiring students to sit for external assessments.

History 11 & 12: This is a rigorous, intellectual course that centres around six key concepts – change, continuity, perspectives, significance, causation and consequence. Over the span of two years, the two main regions of study are Europe and the Americas, and we study international relations, domestic politics, conflict and cooperation between 1870 and 1945; followed by race relations and political change in the USA and South Africa during the second half of the Twentieth Century. Students learn to be true historians, developing key transferable skills in analysis and investigation which enable them to present balanced and supported arguments. **Note:** This course is also taught at the IB (SL) and IB (HL) levels, both requiring students to sit for external assessments.

Environmental Systems and Societies 11 & 12: This is a transdisciplinary course that contains various sciences, coupled with a societal viewpoint, all intertwined to help students understand the environment and its sustainability. The purpose of this course is to expose students to the interrelationships of the environment and societies, and the nature of their interactions, so that they can make informed personal responses to a wide range of pressing global issues. The course requires field experiences which will further extend the interrelationships between the environment and societies. The course promotes an understanding of environmental processes in an internationally minded way. Students will consider the interdependence of peoples, communities and nations around the world as governmental and non-governmental agencies work to manage and preserve the resources of our globe's environment. The course of study will provide the skills necessary for students to analyze, promote cultural awareness, connect technology and its influence on the environment, and realize that global societies are linked to the environment at a number of levels and at a variety of scales and the resolution of many of these issues relies heavily on international relationships and agreements. As a result of this course, students will develop a holistic appreciation of complexities of local and global environmental issues and how different societies influence them. **Note:** This course is taught at the IB (SL) and high school levels. IB SL requires students to sit external assessments.

Psychology 11 & 12: In psychology, students will study mental processes and behaviors. This will entail dissections and projects that will require a great deal of investigation and ingenuity on the part of the students. This will include at least one brain dissection lab and one experiment that the students will design. The class will start with history and research and will end with social psychology.

World Language

Spanish 1: This course is designed to help students develop a basic proficiency in listening, speaking, reading and writing and to prepare them for further study of the Spanish language. The communicative approach is used to introduce vocabulary and structures through the functions of the language. Authentic materials and cultural information are woven throughout the course to provide a framework for proficiency in the language and appreciation of the cultures of the countries where Spanish is spoken.

Spanish 2: This course continues to develop the language skills in Spanish through a communicative approach. Students are encouraged to express their own needs and interests in the Spanish language. Supplementary materials relating to culture help to further develop students' reading and writing skills, as well as a continued cultural awareness of the Spanish speaking world.

Spanish 3: This course continues to develop the language skills in Spanish through a communicative approach. This course continues to further develop students' reading and writing skills, as well as a continued cultural awareness of the Spanish speaking world. This course prepares students to be successful in IB Spanish.

Spanish for Native Speakers: This course is designed specifically for students whose native language is Spanish. The purpose of the course is to enable native Spanish speaking students to develop, maintain, and enhance proficiency in the language by providing opportunities to listen, speak, read, and write in a variety of contexts and for a variety of audiences. Spanish for Native Speakers allows students the opportunity to explore cultures of the Hispanic world including their own. Students will analyze literary and non-literary texts and gain a better understanding of the nuances of language through argument, debate, and persuasion.

Spanish 11 & 12: This course emphasizes the use of communication skills through active participation by students. Students hone their ability to comprehend formal and informal patterns of speech and to express their ideas with accuracy and fluency. They are pushed to build the specialized vocabularies needed for everyday encounters with a variety of written forms from literacy works to newspapers. The course of study will move beyond language and embrace an understanding of the cultural factors that influence the Spanish language and how the Spanish language has in turn influenced society. **Note:** This course is also taught at the IB (SL) and IB (HL) levels, both requiring students to sit external examinations.

Visual and Performing Arts

Studio Art I (Elective): This course is designed to provide a foundation for more advanced art courses. Emphasis is placed on understanding the Elements of Art and Principles of Design as a basis for composition and creating, as well as understanding visual vocabulary used in creating and critiquing artwork. Students will explore a variety of artists, art processes, and materials. Possible units of study may include, but are not limited to, drawing, painting, printmaking, textiles, collage, and mixed media. Willingness to get involved in the creative process is a more important requirement than the student's talent or previous experience. In this course students will also be introduced to the historical and cultural aspects of art.

Studio Art II (Elective- Prerequisite Studio Art I, This course is not offered every semester): This course is designed as an extension to Studio Art I as well as a building block towards IB Visual Arts. Students will actively explore areas of personal interest to create original pieces of art. They will go through a design process of finding inspiration, experimenting with materials, designing a plan for their work, creating their piece, and reviewing, refining and reflecting throughout the entire process. Student sketchbooks will play an important role in documenting their creative process. The ultimate goal of this course is to not only prepare them for IB Visual Arts, but also provide them with the tools to be more independent creative thinkers.

Digital Photography (Elective): This course will help students learn the fundamentals of photography. Students will learn about the features common to most DSLR cameras, identify how to manipulate aspects of the exposure triangle to consistently capture quality images, practice using post-production tools to refine their work, and understand how to curate the images they capture to tell a story. Additional topics covered may include, but are not limited to, aperture, shutter speed, ISO, camera modes (i.e. manual mode), compositional techniques, ethics in photography, and post-production techniques.

Digital Photography II (Elective, Prerequisite - Digital Photography I, This course is not offered every semester): This course will help students build upon their skills from Digital Photography I by diving deeper into various photography forms. Topics explored may include, but are not limited to, portrait, landscape, macro, black and white, wildlife, documentary, and still life photography

IB Visual Arts: This course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Theater Design (Elective, This course is not offered every semester): In this course, students will explore the various aspects of the technical and design components of theatrical performance. Units of study may include set design, lighting and sound design, stage management, costume design, and directing. While this is not a performance course, theatrical texts will be used and staged to facilitate the learning of these technical components.

High School Theater (Elective): After a brief introduction to the foundations of theater, students will explore a variety of theatrical forms that will help them to develop versatility as actors. These forms may include physical or sketch comedy and improvisation, classical texts or period pieces, and contemporary one act plays. Students will also study the acting techniques of notable theater practitioners and learn how to integrate their theories into their performance work.

Advanced Band (Elective- 1 credit, full-year): This course is a year-long course for students with approximately two or more years of playing experience. The course offers the opportunity for ensemble playing and further theory lessons. There will be performances throughout the year.

Exploring Contemporary Music (Elective - This course is not offered every semester): This course focuses on protest songs, civil rights, blues, and jazz. This would prepare students well for the new DP curriculum and also give opportunities to work in some singing, songwriting, playing, and theory.

IB Music: This course will cover the vast world of music within its forms, styles, genres, and unique qualities. Students will study, research, analyze, perform, and create music from around the world throughout the course, complimenting the core values of IB music. At the end of the course, students will be able to identify and define various eras of music and perform high quality works.

Choir (Elective- 1 credit, full-year): This course explores choral music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. Students are expected to participate in one outside of class performance that is a large part of their grade.

Fashion Design (Elective): This course is designed to introduce students to the fundamentals of garment design. Students will use a variety of materials, tools and techniques to explore sewing, pattern drafting, garment tailoring and manipulation and even traditional fabric dying. Emphasis will be placed on craftsmanship and student creativity.

Technology

Foundations of Digital Design (Elective): In this course, students will be introduced to our digital design program and have an opportunity to explore some of the skills that will be used more in-depth in other classes. Students will learn to leverage a process of ideation, wireframing, design, testing, and making iterations in a series of small mini-projects in layout, media, and coding.

Foundations of Physical Design (Elective): In this course, students will be introduced to the concept of creating physical designs. Students will learn to leverage both traditional fabrication and digital design tools with the aim of creating physical creations or products. Students will focus on 3D modeling and additive manufacturing (3D Printing), material fabrication (hands on creation), and creating scaled prototypes. This course will be focused on bringing ideas to life in the real world.

App Design (Elective): In this course, students will learn the process of app design. Moving through a process of ideation, wireframing, design, testing, and making iterations, students will walk away with the knowledge and skills to create a functioning app.

3D Modeling (Elective -Prerequisite- Foundations of Physical Design or Principles of Design. This course is not offered every semester): In this course, students will dive deeper into the use of 3D modeling software and the creation of scale models and products for end users. We will also explore the artistic side of 3D modeling, learn to leverage the CNC router and all of its capabilities.

Media Production (Elective - This course is not offered every semester): In this course, students will explore the tools and some of the underlying theory of modern media production. Moving through a process of ideation, wireframing, design, testing, and making iterations, students will walk away with the knowledge and skills to create works that suit a variety of platforms.

Maker Studio (Elective -Prerequisite- Foundations of Physical Design or Principles of Design. This course is not offered every semester): In this course, students will dive deeper into how to leverage traditional fabrication tools (powertools, saws, hand tools) and contemporary design tools (laser engravers, microcontrollers, 3D printers, etc) to design and create products or their own creations. This is design with a bias for action.

Game Design (Elective -Prerequisite- Foundations of Digital Design or Principles of Design): In this course, students will explore the tools and some underlying theory of game design. Moving through a process of ideation, wireframing, design, testing, and making iterations, students will walk away with the knowledge and skills to create a functioning and engaging game.

Robotics (Elective, Can be taken for ½ credit or 1 credit. It is possible to take this course more than once): In this course, students will focus on teamwork and collaboration to learn topics related to robotics. The goal of the course is to create a robot that will take part in the annual FIRST Tech Challenge Competition in Cayman, and to have the opportunity to be part of other global competitions. The objective of this course is to use a hands-on approach to introduce the basic concepts in robotics, which include programming, engineering design, 3D modeling, and basic physics concepts. Being part of our Robotics team is also strongly encouraged.

Graphic Design/Yearbook (Elective- 1 credit, full-year course. It is possible to take this course more than once): Students in the Yearbook class are responsible for the creation of the annual CIS yearbook. This course involves utilizing advanced software, book planning, basic graphic design and formatting, photography, and basic journalism principles. Yearbook is a teamwork-intensive project so students should be prepared to work closely with others. This is more than a class; it is a commitment to capture all aspects of student life throughout the school year.

Physical Education and Health

Grade 9 Physical Education: This is a semester course designed to expose students to a variety of lifetime sports and/or fitness choices. Students will learn basic skills and techniques, and they will learn rules and specific fitness concepts related to sports, fitness, and physical activity. They will practice these skills in individual and group instruction. Topics and activities may include aerobics, nutrition, running, monitoring heart rate training zones, stretching and sports activities (team and individual).

Sports for Life (Elective): This course provides a platform for students to lead a healthy lifestyle and discover hidden talents and passions through sport. Students will be introduced to specific lifetime sports and activities with a focus on individual/team sports. The course offers netball games (eg. badminton, volleyball, pickleball or tennis), invasion games (eg. basketball, netball, frisbee, touch rugby or flag football) and other sports may include softball, cricket, outdoor pursuits and/or mini-golf. Student choice may be considered when designing this course that will promote healthy living and improve one's enjoyment of daily activity.

Personal Fitness (Elective): Various aspects of physical fitness, strength and conditioning will be covered to help students reach personal fitness goals. Students will learn how to use the fitness room, perform functional fitness exercises with correct technique and explore target zones using heart rate monitors. Sessions in the fitness room will be enhanced by the inclusion of cross-training sessions of yoga, spin, HIIT circuit training, tabatas, and group exercise classes. A primary goal is for students to realize their personal pathway to health and fitness.

Health: This is a semester course. The study of health reinforces the relationship of fitness-for-life to healthy choices and decision-making. The course focuses on nutrition and healthy choices. The course also addresses the topics of drugs, alcohol, tobacco addiction, co-dependency, sexually transmitted disease, eating disorders, and human development and reproduction. **Note:** Completion of this course is a graduation requirement.

OTHER COURSES

Organization & Development: CIS recognizes the importance of encouraging students to develop knowledge, skills and attitudes in relation to organization, time management, written communication skills, and productive study habits. We are excited to offer a regularly scheduled course that is tailored to fit both the individual academic needs of the students as well as enhance grade level objectives in a stimulating and engaging manner.

Theory of Knowledge (IB Diploma requirement): The Theory of Knowledge (TOK) program is central to the educational philosophy of the International Baccalaureate. It challenges students to reflect on diverse ways of knowing and areas of knowledge, and to consider the role that knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world.

Expansion of High School Course Offerings via Technology

CIS is enthusiastic to facilitate student learning in numerous courses in collaboration with various online high school educational options and Pamoja (International Baccalaureate). To ensure quality learning and accountability, CIS provides a designated liaison for students who are engaged in an on-line course during an assigned class period. Accredited on-line course selections through these providers may replace an elective or core course, depending on the specific needs of the student. On-line courses provide an opportunity for curricular individualization and a differentiated learning format. Each course must be selected and approved in collaboration with the CIS guidance counselor, and students will not take more than one on-line course. All courses are accredited, and course credits count toward CIS graduation requirements in various areas. Parents who decide to enroll students in a virtual course will pay the tuition rate designated by the provider as an addition to standard school fees.

Pamoja International Baccalaureate Courses (On-line)

To facilitate student needs and preferences, alternative Group 2 IB courses (Second Language) may be available through Pamoja, including Mandarin *ab initio* and Spanish *ab initio*, as well as other online IB courses. These courses are subject to approval by administration and require additional tuition to be paid by parents. Tuition for Pamoja courses is \$1,110 per year, and courses are two (2) years in duration. IB students taking a Pamoja course are taught by the Pamoja on-line instructor and have a CIS facilitator. Approval is required by the counselor/administration as these courses are not applicable for all students. Pamoja is the only approved on-line provider of IB courses in the world.

Pamoja course offerings include:

- Business and Management (SL or HL)
- Economics (SL or HL)
- Film (SL)
- Information Technology in a Global Society (SL or HL)
- French (ab initio)
- Mandarin (ab initio)
- Spanish (ab initio)
- Spanish B (SL)
- Philosophy (SL)
- Psychology (SL or HL)

Global School Courses (On-line)

Students who are enrolled in a Global School course will spend designated class time with a CIS facilitator to work on the course of choice. Some Global School courses are semester courses (earning 0.5 credits) and other courses are year-long courses (earning 1.0 credit).

Additional Tuition

All Global School course tuition costs are \$400 US dollars or less for each semester, and \$800 US dollars or less for a year-long course. There is also an additional fee for AP courses. Parents are responsible for all fees associated with on-line courses.

2022-2023 Global School Courses (On-line)

NOTE: Not all students are eligible for all courses. There are prerequisites for AP courses and other considerations. Students requesting to take an on-line course will visit the CIS guidance counselor or administrator for direction and approval.
