THE CALVERTON SCHOOL

Upper School Curriculum Guide





Philosophy of Honor

The Calverton School is a community of respect, tolerance, and learning. In this community, honor is of paramount importance, for only with honor do we prosper. All members of **The Calverton School** live and learn in an environment of trust. With this trust comes relief and freedom: there are no locks on lockers; there are neither hall monitors nor school bells signaling the beginnings and ends of classes. Here, each member assumes responsibility and, with this responsibility, we all enjoy shared independence. Tension will always be present in any environment that fosters independence; yet through healthy, constructive tension, we only improve and prosper.

At **The Calverton School**, there is no external edict that delineates for us right or wrong; instead, our expectation is that each member of our community assumes a personal obligation to act honorably. Here, honor is synonymous with the Golden Rule: it is acting selflessly, respecting guests, faculty, staff, students, and oneself. To act honorably is to uphold integrity, trust, and civility. Honor is valuing each other. Never condoned are lying, cheating, stealing, discrimination, or violence, because when one commits acts that hurt or otherwise dishonor someone else, the entire community suffers. Understandably, in order to protect itself and its honor, the Calverton community will take action should this philosophy be violated.

Everyone will make mistakes—but honor, growth, and learning are the taking of responsibility for these mistakes, making any necessary corrections, and continuing forward. Be it known that we will uphold this understanding of honor, responsibility, and respect on behalf of all who enter **The Calverton School**.

Written by members of the National Honor Society, May 2001.



The Calverton School

The Calverton School, founded in 1967, is an independent college preparatory school serving students from early childhood through Grade 12. Calverton prides itself on providing a challenging college- preparatory program in an environment that promotes honesty, tolerance, respect, and responsibility. Small class sizes and excellent student-to-teacher ratios ensure that each student is challenged in every aspect of school endeavors. Our small school size provides each student the opportunity to contribute to the larger community and helps to create an inclusive school that celebrates diversity and helps each student reach his or her potential.

The school provides students with experiences of diversity and welcomes students of all races, socioeconomic backgrounds, and beliefs. The Calverton School, steeped in a solid academic tradition, educates students to have the independence of judgment, personal freedom, and strength of character so that they can become leaders with broad intellectual horizons.

Graduation Requirements

To ensure that upon graduation, students are fully prepared with a solid foundation in the liberal arts, Calverton requires that its students earn a minimum of twenty-three (23) credits in grades 9 through 12. A unit of credit is defined as a full year of class time. Credits are to be distributed as follows:

English	4 credits	**World Language**	3 credits
Social Science	3 credits	**Physical Education**	1 credit
Mathematics	3 credits	**Art**	1 credit
Science	3 credits	**Other**	5 credits

- **Course Load**—Students are required to take a minimum of six (6) courses each year. The Head of the Upper School must approve any exceptions.
- **Physical Education**—Participation in Calverton School athletic teams may be credited to fulfill the Physical Education requirement. Each season played is the equivalent of one-third (1/3) of a credit.

International Baccalaureate Diploma Program

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. The Diploma Program encourages students across the world to become active, compassionate and lifelong learners who understand that other people, with their difference, can also be right.

Calverton's 9th and 10th grade curriculum strives to provide a solid and well-rounded foundation for entry into the Diploma Program. Students in 11th and 12th grade can take two-year IB courses and may take an exam in May of their junior or senior year for IB credit and possible college credit.

Students who wish to earn the prestigious IB Diploma take three Standard Level courses and three Higher Level courses. They also complete the Theory of Knowledge course, the Extended Essay, and complete the requirements for Creativity, Activity, and Service.

IB Core

Theory of Knowledge

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

Extended Essay

The extended essay is an in-depth study of a focused topic chosen from the list of approved DP subjects— normally one of the student's six chosen subjects, or in World Studies. World Studies provides students the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, utilizing two IB disciplines.

Both are intended to promote high-level research and writing skills, intellectual discovery and creativity, engaging students in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned, coherent and appropriate manner. The extended essay, including the world studies option, is a compulsory, externally assessed piece of independent research/ investigation.

Presented as a formal piece of scholarship containing no more than 4,000 words, it is the result of approximately 40 hours of student work, and concluded with a short interview, or viva voce, with the supervising teacher (recommended).

Creativity, Activity, and Service (CAS)

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. CAS is organized around the three strands of creativity, activity and service defined as follows.

Creativity—exploring and extending ideas leading to an original or interpretive product or performance.

Activity—physical exertion contributing to a healthy lifestyle.

Service—collaborative and reciprocal engagement with the community in response to an authentic need.

CAS aims to develop students who enjoy and find significance in a range of CAS experiences, purposefully reflect upon their experiences, and identify goals, develop strategies, determine further actions for personal growth and explore new possibilities, embrace new challenges and adapt to new roles, actively participate in planned, sustained and collaborative CAS Projects, and understand they are members of local and global communities, with responsibilities towards each other and the environment.

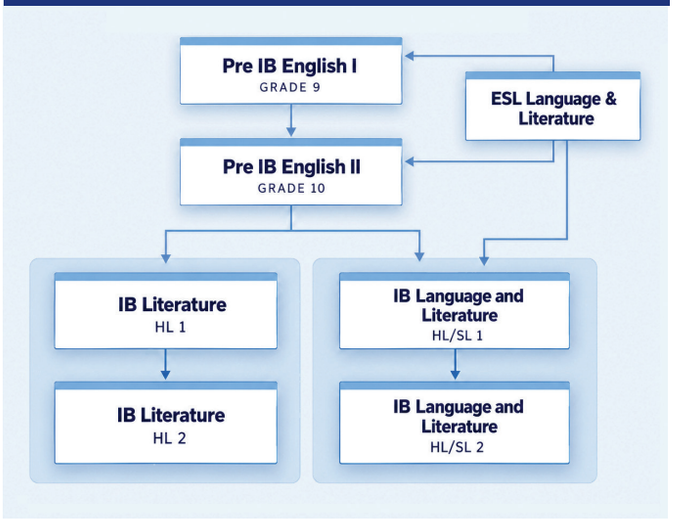
A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month.

Typically, a student's CAS program combines planned/ unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS program must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the program.



Language & Literature (Language A)

ENGLISH COURSE PATHWAYS



Pre IB English I (Grade 9) and English II (Grade 10)

English I and II are designed to help students become sharper thinkers, more perceptive readers, and more skillful writers. Each course endeavors to help students become more aware of the world and themselves through literary study. Central to each course is the practice of essay writing, and the study of vocabulary, grammar, and formal standard English.

Students read a different genre work each unit, focusing on the novel, the poem, drama, and non-fiction works, such as memoir and essay. We consider how genre affects what a writer can say, as well as the manner in which he or she may say it. Students learn and become more facile with the lexicon used to discuss and analyze the works in each genre of literature.

Students are introduced to the IB rubrics and standards, as they practice and become familiar with the types of writing assignments and activities which are part of our IB courses. For these Pre-IB courses, our focus is squarely on the ways in which language, structure, style, and technique intersect to create a work of literature that communicates with a reader.

English as a Second Language

ESL Language is designed to complement the work done in ESL Literature, which is taken concurrently. This course focuses on the mechanics and conventions of written and spoken English: vocabulary acquisition, grammar, punctuation, articulation, and pronunciation. The objective of the course is to increase the student's fluency and comfort level in written and spoken English. Students will answer their own questions as to how English differs from their native languages, and what effect these differences have on thought. The ultimate goals are to help students reach a level of fluency where they can contribute meaningfully and learn effectively in their other courses and in future mainstream English classes, and to enable them to learn successfully and comfortably in an American college of their choice.

IB English Literature HL (Grades 11 and 12)

This literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains is combined with a study of the way literary conventions shape responses to texts.

Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

(Please see IB Subject Brief for more information and for different expectations for SL and HL coursework.)

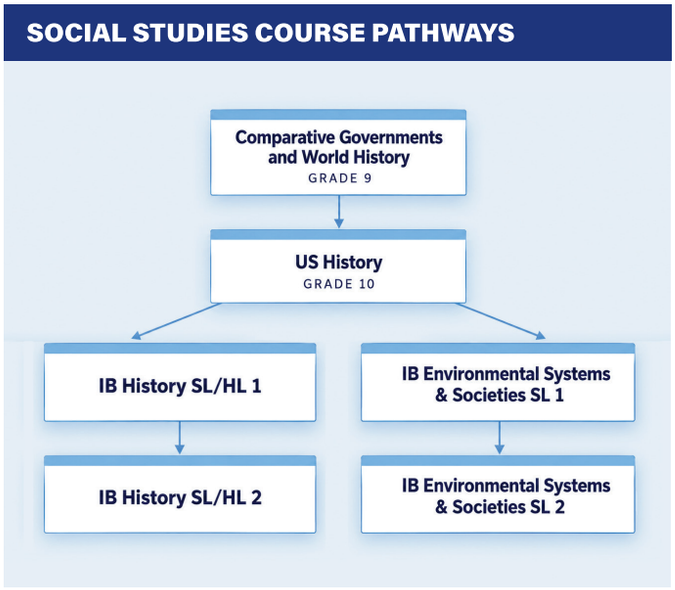
IB Language & Literature HL/SL (Grades 11 and 12)

IB Language & Literature develops an understanding of how language, culture and context determine the construction of meaning through the exploration of texts, some of which are studied in translation, from a variety of cultures, periods, text-types and literary forms. Techniques will be developed within literary works along with non-literary works, which may include advertisements, television, photographs, screenplays, interviews, or blogs. Students will be empowered to express and support an argument of their own creation. This course will enable students to succeed in a range of university courses and develop their skill sets to be conscious consumers of literature and media.

(Please see IB Subject Brief for more information and for different expectations for SL and HL coursework.)

Individuals & Societies

SOCIAL STUDIES COURSE PATHWAYS





Comparative Governments and World History (Grade 9)

Comparative Governments is a course designed to explore the historical, political, geographical, economical, and social interactions between the United States government and the different forms of government around the world. By studying the foundations of American government in conjunction with current events, the class will uncover how and why the U.S. government was formed the way it was, and the unique relationships it holds with governments in Europe, Asia, South America, and Africa. By examining a series of thematic questions throughout the year, students will examine the formation of other types of government and how those differences create the various and, sometimes, tenuous relations in today's world.

United States History (Grade 10)

The design of this course will begin with a review of key ideas from the inception of the United States of America to current principles set forth in our country's foundational documents. Students will reflect on the development and implementation of domestic and foreign policy decisions that define our role in the world, from the nation's emergence as a 20th Century world power to the 21st Century. The effects of both World Wars, Nationalism, the Cold War, and the Civil Rights Movement will encourage students to survey, analyze, and evaluate both political and economic factors that have presented historic challenges and still continue to have relevancy.

IB History SL/HL (grades 11 and 12)

The IB Diploma Program Standard Level and Higher Level History courses aim to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures.

(Please see IB Subject Brief for more information and different expectations for SL and HL coursework.)

IB Environmental Systems and Societies SL/HL

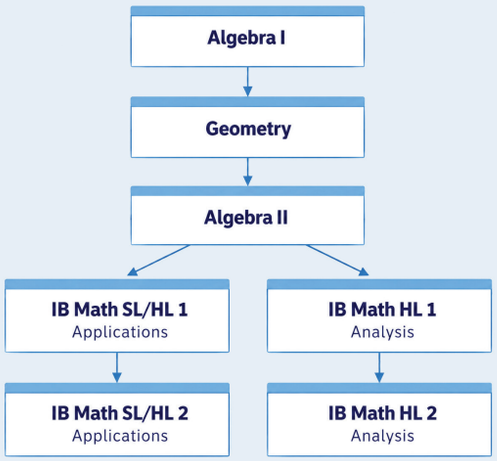
The IB Diploma Program Environmental Systems and Societies standard level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach strives to be conducive to students evaluating the scientific, ethical, and socio-political aspects of issues.

(Please see IB Subject Brief for more Information)

Mathematics



MATHEMATICS COURSE PATHWAYS



Algebra I

Algebra 1 is a yearlong exploration of mathematical relationships, emphasizing logic and problem-solving. The course bridges fundamental math skills and higher-level mathematics. Topics include writing and solving linear and quadratic equations, the quadratic formula, graphs of linear equations and nonlinear functions, properties of exponents, rational expressions and equations, functions, absolute value, and linear inequalities in one variable. The course also focuses on strengthening students' mathematical communication skills and building confidence in their abilities.

Geometry

This course emphasizes and integrates logical reasoning and spatial visualization skills. The goal is to encourage students to apply a problem-solving attitude to questions that arise in and out of the classroom. Topics include deductive reasoning, parallel lines and planes, congruent triangles, quadrilaterals, similar polygons, right triangles, circles, and constructions and loci. The two major focus points of this class are to help students improve their mathematical foundation, while instilling confidence in their abilities.

Algebra II

In Algebra 2 students study linear, quadratic, exponential, and rational functions, along with their applications to modeling. The course also develops students' facility with manipulating and operating on linear, polynomial, and rational equations, as well as solving related equations and systems of equations. The goal is to become familiar with the graphs and characteristics of each type of function, thus enhancing synthesis and application to real world problems.

IB Mathematics Applications and Interpretation SL/HL

The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course, such as calculus and statistics.

Students are encouraged to solve real-world problems, construct and communicate this mathematically, and interpret the conclusions or generalizations. Students should expect to develop strong technology skills and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics.

All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

(Please see IB Subject Brief for more information)

Prerequisite: Algebra II & Teacher Recommendation (HL only)

IB Mathematics Analysis and Approaches HL

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent, and rigorous way, achieved by a carefully balanced approach.

Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate, and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas.

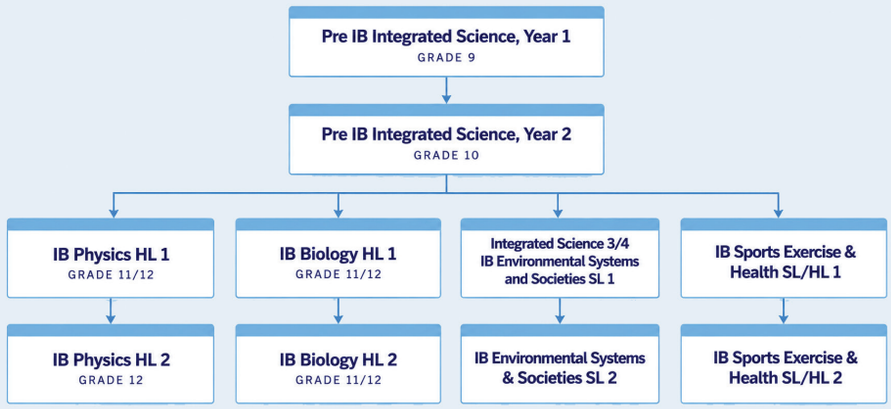
Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course, students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

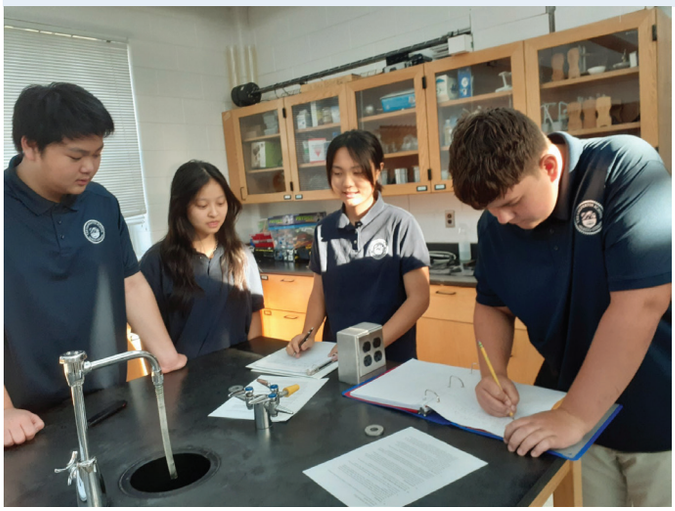
(Please see IB Subject Brief for more information)

Prerequisite: Algebra II & Teacher Recommendation

Sciences

SCIENCE COURSE PATHWAY





Pre-IB Integrated Science, Year 1 Accelerated Physics and Chemistry

This two-year course sequence is designed to provide students with a firm foundation in Chemistry, Physics, and Biology, in order to be well-prepared for any of the options in the IB Diploma Program (11/12th grades). Crucial pre-IB skills such as experimental design, data collection, and critical analysis weave throughout the course.

The theme of the course is "A History of the Universe." We begin with the Big Bang and sub-atomic particles, which combine to form atoms and the elements; these interact in chemical reactions to create and destroy more complex molecules.

Gravitational, electrical, and magnetic fields allow bodies to apply forces to one another, changing their motion in space. By the end of the year, the solar system has formed and the world has cooled off enough to allow water to exist in three phases.

Pre-IB Integrated Science, Year 2 Accelerated Chemistry and Biology

The second course in this two-year sequence continues to provide students with a firm foundation in Chemistry, Physics, and Biology, in order to be well-prepared for any of the options in the IB Diploma Program (11/12th grades) and for success in college science courses after graduation. Crucial pre-IB skills such as experimental design, data collection, and critical analysis weave throughout the course.

The theme of the course is "A History of the Universe." Year 2 begins with an atmosphere that warms and cools, forming liquid water, causing pressure changes and weather. Simple life arises, organic molecules are formed, energy is harvested in photosynthesis and respiration, and food webs appear as organisms feed on one another.

Cellular DNA is passed from one generation to the next and random errors create differences within populations. Natural selection drives extinctions and results in tremendous diversity of life on our planet. Complex organ systems allow us to thrive in our environment, but overpopulation puts our ecosystems at risk of getting knocked out of balance.

IB Biology HL

The IB Diploma Program Biology course covers the relationship of structure and function at all levels of complexity. Students learn about cell theory, the chemistry of living things, plant science, and genetics, among many other topics, to further their understanding of the structures, functions, and interactions of the organisms that inhabit the Earth. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

(Please see IB Subject Brief for more information.)

"Experimental design, data collection, and critical analysis are woven throughout the course."

IB Environmental Systems and Societies SL/HL

The IB Diploma Program Environmental Systems and Societies standard level course provides students with an understanding of the interrelationships between environmental systems and societies, enabling them to make informed decisions about pressing environmental issues.

Students examine their relationship with the environment and the impact of their personal choices and decisions. The course emphasizes a deeper understanding of environmental systems and societies rather than a surface-level awareness of environmental issues.

Through this approach, students develop the ability to evaluate environmental issues from scientific, ethical and socio-political perspectives.

(Please see IB Subject Brief for more information.)

IB Design Technology SL/HL

In this course, students will explore the nature and process of engineering through a series of challenges that expose the class to various forms and strategies of solving open-ended, real-world problems. The process of designing, manufacturing, testing, refining, and enhancing will be carried out in a hands-on manner allowing students to develop critical skills in both working within a team and creative problem solving, analyzing materials, and green design. The HL version of the course includes sustainability, user-centered design, marketing, and commercial production.

www.ibo.org/globalassets/new-structure/recognition/pdfs/designtechsl 2016englishw.pdf

IB Physics HL

The IB Diploma Program Physics course introduces students to this fundamental experimental science, which seeks to explain the universe itself—from the smallest particles to the vast distances between galaxies.

Students develop practical skills and techniques while strengthening their use of mathematics, the language of physics. They also develop interpersonal, information and communication technology skills essential to modern scientific endeavors and valuable in everyday life.

Students explore the impact of physics on society, including moral and ethical dilemmas and the social, economic and environmental implications of physicists' work. Throughout this challenging course, students learn how scientists work and communicate while engaging in scientific study and creative inquiry within a global context.

(Please see IB Subject Brief for more information, as well as the expectations for HL.)

Prerequisite: co-enrollment with IB Mathematics Analysis and Approaches HL & Teacher Recommendation.

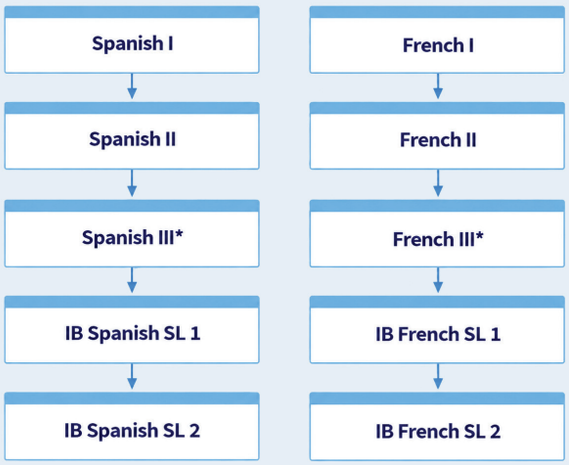
IB Sports Exercise & Health SL

The IB DP course in sports, exercise and health science involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.



Language Acquisition (Language B)

LANGUAGE ACQUISITION COURSE PATHWAYS





Spanish I

Spanish 1 is an introductory level course to the Spanish language and Hispanic culture. Students learn the vocabulary and speaking skills that will allow them to carry on basic conversations in the Spanish language. Although the focus of the class is speaking and listening, there are reading and writing assignments that round out our engagement with the language.

Chapters are organized into thematic units that incorporate both the vocabulary and sentence structures needed to converse about certain basic topics. Some of these topics include "The Family," "School and the Classroom," and "Hobbies and Pastimes."

Elements of Hispanic culture are introduced within the context of the theme; students may learn about Spanish naming customs in the "Family" unit or Argentinian dances in the "Hobbies and Pastimes" unit. Units typically conclude with students reading about and discussing the history, culture, and traditions of a specific Spanish-speaking country.

Spanish II

Spanish 2 builds on the skills and vocabulary developed in Spanish 1. It is intended to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully, both when in Spanish-speaking countries and with Spanish-speaking members of their own communities.

Unit topics include the following: health and basic medical vocabulary, technology and the internet, parts of a house and household chores, the environment and conservation, activities in the city. Cultural highlights include on overview of Costa Rica, Argentina, Panama, Columbia, and Venezuela.

The course will focus on listening and speaking as a means of natural acquisition, and on reading and writing as a way to extend understanding to a higher level.

Spanish III

Spanish 2 builds on the skills and vocabulary developed in Spanish 1. It is intended to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully, both when in Spanish-speaking countries and with Spanish-speaking members of their own communities.

Unit topics include the following: health and basic medical vocabulary, technology and the internet, parts of a house and household chores, the environment and conservation, activities in the city. Cultural highlights include an overview of Costa Rica, Argentina, Panama, Colombia, and Venezuela.

The course will focus on listening and speaking as a means of natural acquisition, and on reading and writing as a way to extend understanding to a higher level.

"Learning a language opens doors to new cultures and connections."

IB Spanish SL or IB Spanish Ab Initio

The IB Diploma Program Spanish language course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of Spanish. This course is designed for students who possess a degree of knowledge and experience in the target language.

(Please see IB Subject Brief for more information.)

Prerequisite: Spanish 3 for SL, no prerequisite for Ab Initio.

French I

This course is designed for students who have no previous exposure to French. A communicative approach is used to teach students the French language within the context of the francophone world. Students acquire proficiency in listening to, speaking, reading and writing French, while developing cultural sensitivity to the everyday activities of French-speaking people throughout the world.

Since the focus of the classroom is student interaction, from day one students practice communication with their peers in paired groups. Easy to answer questions require students to speak about their daily lives, express their opinions, and supply real information.

Reading selections, films, and videos introduce the students to the geography and culture of France and the francophone world. In addition, the Internet offers endless potential as a tool for teaching and learning French by providing students with materials that are up-to-date and culturally authentic.

French II

In this class, students will expand upon the communicative tasks and skills they have practiced in French 1. The students' ability to read and write French will improve as they learn how to analyze and interpret songs, poems, articles, and stories, to take notes, and to write summaries and business letters.

They will become acquainted with French people, both past and present, who have become famous for their accomplishments in art, science, film, literature, sports, politics, etc.

The students will learn more about their neighbors in French-speaking Canada as well as about interesting regions and sites in France. The students will also heighten their awareness of other areas in the world where French is spoken, from Morocco to Martinique and from Tahiti to Tunisia.

French III

Although the main teaching objective in French 3 is to expand the vocabulary and strengthen the grammar base of the students, this objective can be successfully met only if the students can handle with confidence the material presented in French 1 and 2. Because French 3 is the prerequisite for IB French SL, the French 3 class devotes several chapters to solidifying the structures and vocabulary presented in the French 1 and 2 before moving on to more advanced study.

IB French SL

The IB Diploma Program French language course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of French. This course is designed for students who possess a degree of knowledge and experience in the target language.

(Please see IB Subject Brief for more information.)

Prerequisite: French 3

Global Perspectives and Culture

This class will explore different societies, cultures, and lifestyles from around the world. It will examine themes of experience, food, education, sports and other various topics.





Arts & Electives

ARTS & ELECTIVES COURSE OFFERINGS

Music

- Music Appreciation
- Guitar
- IB Music SL/HL

Visual Arts

- Foundations of Art
- Mixed Media
- IB Visual Art SL/HL

Other

- Theatre
- Technology Elective
- Intro to Forensics
- Clubs and Arts Block

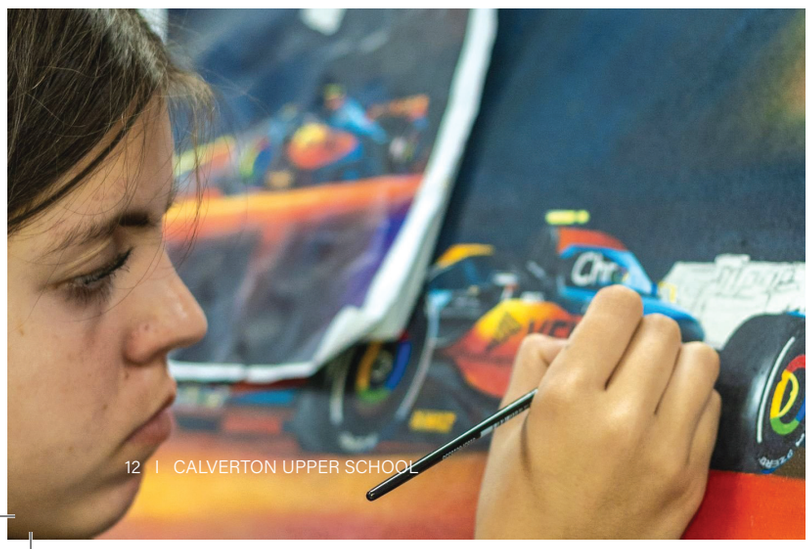
Please Note: Elective courses and clubs are subject to change based on student interest and availability.

Foundations of Art

Art and Design is a multi-level art course in which students of varying abilities will have an opportunity to work with a wide range of materials and techniques including painting, drawing, ceramics, sculpture, and printmaking. Students will learn the technical, aesthetic, and conceptual aspects of being a contemporary artist.

Student work will be inspired by art history and art from around the world. As a result of this course, students will be able to speak critically about works of visual art while gaining a better appreciation for their creation.

Each unit, students will receive a calendar that outlines the assignments, outcomes, and expectations for each project. Students will be graded on work ethic, progress, critique, writing projects, and final artworks.



Mixed Media

This course involves multiple means of artwork with multiple tools and fabrics; including: printmaking, flipbooks, zoetrope animations, and holiday crafts. Students also explore 3D work.

IB Visual Arts SL/HL

The IB Diploma Program Visual Arts 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 further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed, and skilled visual artists.

(Please see IB Subject Brief for more information.)

Theatre Elective

In this elective, students will develop an understanding of fundamental Drama techniques—Body, Space, Voice and Movement—which are essential in communicating ideas and meaning with an audience. After completing a series of workshops on drama techniques, the students will then apply these skills and understandings.

As part of the course, the students will also develop the necessary vocabulary to describe and interpret their own work and the work of others—this will be evaluated in their reflection work in the process journal.

Theatre allows students to develop their ability to work with others, respect the art of theatre, enhance self-esteem, build confidence and learn new communication skills. Working within an ensemble increases the student's skills in collaboration and fosters a life-long appreciation for and enjoyment of the arts.



Music Appreciation and Performance (Band, Choir, Rockband)

This class will involve theory, listening, language, music history, analysis and composition. We will be considering different time bands from early music to contemporary music. Students will study a variety of music, and improve listening and analysis skills along with basic theory skills. Compositions will be incorporated in relationship to the time band we are studying. A variety of listening styles and composition will be encouraged.

While it is possible to take this class for one of the trimesters, it will run sequentially throughout the three trimesters and all three are recommended in order to complete the process. This class is targeted as a prerequisite to IB music class, but is open to any interested in the study and making of music. Theory and listening in a fun, supportive, yet challenging setting!

This class will involve solo/small group instrumental study (including voice). Sight singing and reading will be included. It is for the student that already plays an instrument or sings. Instrumentalists can be beginners, but must have a band or orchestra instrument. Vocalists must have some knowledge of keyboard, or the willingness to learn basic skills.

There will be an emphasis on performance technique, expanding the range of repertoire, developing ensemble skills and generally improving skill level through practice and experience. The student will have opportunity through this class to perform in recitals and concerts both as a soloist and/or in a small group. While consistent practice and learning will facilitate and promote excellent performance, both semesters are not necessary.

"Encouraging creativity, collaboration and hands-on learning."

Guitar

Keeping in mind that students learn and comprehend in many different ways, this course is designed to teach students about history, rhythm, chords and song structure in an innovative way. Each student will be given the tools to be able to play songs on their own. The class will teach students how to continue learning on their own even after the conclusion of this course. This course will take place in a fun and competitive environment that will speed up the students' learning process and have them rocking out in no time at all.

IB Music SL/HL

The IB Diploma Program higher level Music course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively.

IB Diploma Program music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures, and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology, and context.

Through the course of study, students become aware of how musicians work and communicate. Students explore music through research, creating and performing.

Technology Elective

The technology elective course will introduce students to the world of coding and teach them how computers work. Students will have the opportunity to design a simple program and share it with their friends and family.

Following program design, students will undertake robotics; they will learn about circuit boards and incorporate their coding knowledge to instruct a robot to complete certain tasks. To round out the course, students will design objects of their choice in CAD software and use 3D printers to bring their models into reality.

Depending on students' interests, any of these topics can be taken further, whether it is robot cars, game design, or artistic applications.

Club Electives

Computing Skills

This elective introduces students to practical technology skills for school and everyday life. Students learn to navigate platforms such as RenWeb, Moodle, and Outlook to manage assignments, check grades, and communicate effectively. The course also explores Microsoft Office applications, including Word, Excel, and PowerPoint, with additional opportunities to work with PDFs, Google Forms, and other digital tools.

Film Study

This is intended to familiarize students with the particulars of film development and the main cinematic elements of framing, lighting, sound, angles, and editing. We will also discuss aspects of characterization and the definition of both theme and tone while developing effective topic and thesis statements.

Thinking and Writing

Develop writing and thinking skills—this club is shared with college counseling and application of research and writing skills

Movement and Dance

This is a course for students with any degree of experience in dance, and students learn the skills of dance while improving their techniques, self-confidence, and creative ability. This semester we will focus on proper body alignment, conditioning, history, aesthetics, and techniques and vocabulary of basic movements in jazz and musical theatre. Students will gain knowledge through active participation, creative games, and written assignments.

Arts Block

Specifically designed for 9th-11th grade. This includes options in Band, Strings, Theatre, Rock Band, Production and Design and Choir.

General Club Block

Involves electives in Debate, Cooking, Green Club, Cultural clubs, Badminton, Chess, Robotics.







IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

AS IB LEARNERS WE STRIVE TO BE:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independentely and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools.

We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



THE CALVERTON SCHOOL

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