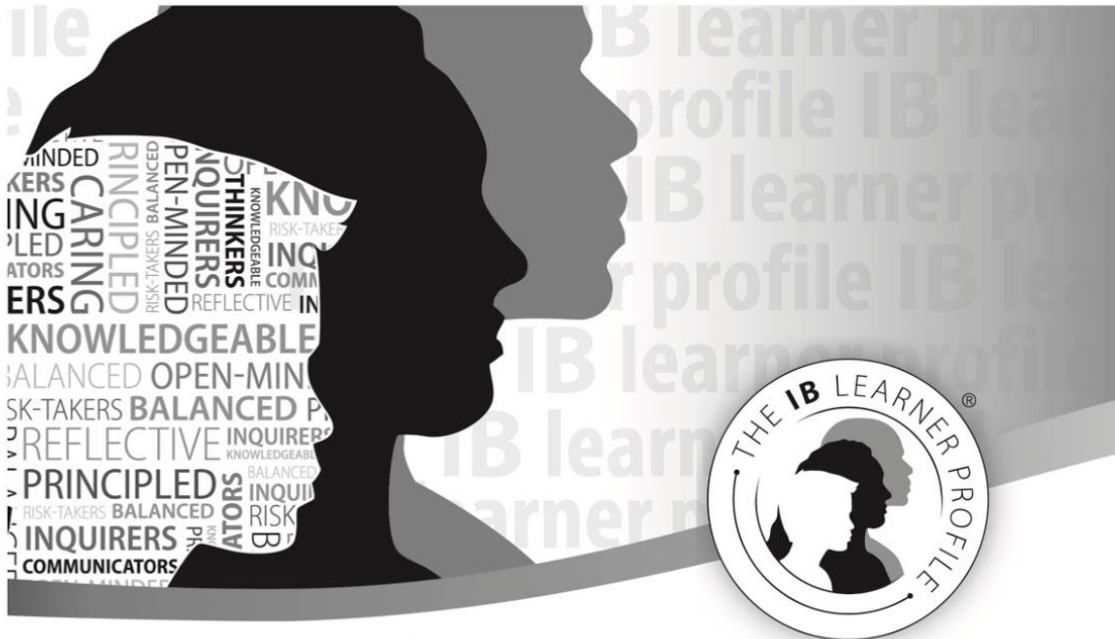


SCVi Charter School IB Diploma Programme

Syllabus and Learner Agreement 2017-19



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 independently 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.



SCVi Charter School IB Diploma Programme

Syllabus and Learner Agreement 2017-19

SCVi IB Diploma Programme Guidelines:

The IB DP Programme is a rigorous course designed to push you to become critical thinkers. It is expected that each learner come prepared to read, write, think, and discuss the topic at hand. In IB you will need to question the texts, your peers, and your teacher! The most important expectation of this course is that you bring to class an enthusiasm for learning new things.

In Class Expectations: As an IB learner, I will work towards a better understanding of the IB Learner Profile, in addition to:

1. Contribute to a Positive Class Environment

- a. Attend class regularly.
- b. Be on time to class.
- c. Use technology (including phones) as it applies or is directed by facilitator.
- d. Respect peers and facilitator, which includes listening, when each is speaking.

2. Take Responsibility for One's Work

- a. Come to class prepared (*Take notes on lectures, complete readings/work prior to class, when required, and bring materials for projects, if you are working on a project in class.*)
- b. Actively Participate.
- c. Turn in all work on the day it is due.
- d. Meet project check in dates.
- e. Communicate with facilitators if you are unable to meet these expectations.

3. Maintain Academic Integrity

- a. Create and express your own ideas in class.
- b. Acknowledge and cite all sources of information.
- c. Complete assignments independently or acknowledge collaboration.
- d. Be honest during exams/tests.

4. Agree to the Above Expectations and Problem Solve with Team

- a. Follow the above guidelines.
- b. Meet with my facilitator when not meeting expectations (first time) to come up with action plan.
- c. Meet with my family and IB facilitator, if I fail to meet expectations a second time.
- d. If I am unable to meet expectations a third time, meet with with IB coordinator, IB facilitator, and family to determine whether or not I should continue in the IB class. (*At this time it will be determined whether **the learner wishes** to continue in the program, the support s/he needs to be successful, and finally we will schedule a follow up meeting to determine if IB is the best choice for the learner.*)

Learner: _____
Signature

IB Coordinator: _____
Signature

Parent: _____
Signature

Turn this into Ms. Sena by September 1, 2017

SCVi Charter School IB Diploma Programme

Syllabus and Learner Agreement 2017-19

Language A: English HL

Cheryl Sena

The various "Parts" of the syllabus will not be completed in order

<p style="text-align: center;">Part 1: Language in the Cultural Context Fall 2018</p> <p><i>Essential Questions: To what extent does language impact culture, identity, gender, and power?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> ● Play: ROMEO AND JULIET by William Shakespeare (August/September). ● Poetry by various poets. ● Non Fiction Text: Various essays, media, podcasts, and journalism pieces focusing on (textual bias, stereotypes, language and the state, and language in campaigns (Sept/October) <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Further Oral Activity: Shakespeare Scene Performance (October) ● Shared Inquiry Discussions, narratives, etc. (weekly) ● Written Task II: Critical Response Essay (December) ● Further Oral Activity: Get Lit performance 	<p style="text-align: center;">Part 2: Language and Mass Communication Fall 2017</p> <p><i>Essential Question: How does the cultural context of a text and its reader affect its meaning?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> ● Novel: AMERICANAH by Chimimanda Ngozi Adiche ● Non Fiction Text: Various essays, media, podcasts, and journalism pieces focusing on (textual bias, stereotypes, language and the state, and language in campaigns (Sept/October) ● Poetry: Shelley, Dickinson, Frost, Angelou (December) <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Further Oral Activity (October 2017) ● Shared Inquiry Discussions ● Written Task 2 ● Practice Paper: Textual Analysis (December 6, 2017)
<p style="text-align: center;">Part 4: Literature- Critical Study Spring 2018</p> <p><i>Essential Question: How does technology and media affect our quality of life? What role do the elements such as theme play on the ethical stance or moral values of literary texts.</i></p> <p>Texts:</p> <ul style="list-style-type: none"> ● Novel: BRAVE NEW WORLD by Aldus Huxley January/February ● Play: PYGMALION by Bernard Shaw ● Non Fiction: Newspaper Articles, Editorials, Essays, Songs about Technology (Jan-March) ● Short Stories - "Artist of the Beautiful" by Nathaniel Hawthorne, "Harrison Bergeron" by Kurt Vonnegut) April <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Shared Inquiry Discussions, narratives, etc. (weekly) ● Written Task w/ rational (Feb. 2018) ● Individual Oral Commentary (March 2018) ● Lang and Lit Paper 1 & Paper 2 (May 2018) 	<p style="text-align: center;">Part 3: Literature- Texts and Contexts Spring 2019</p> <p><i>Essential Question: How do your experiences impact the meaning you get from the text? What is the historical, cultural and social contexts in which texts are written and received?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> ● Novel: BELOVED by Toni Morrison (novel) - (January/February) ● Stories/Essay: THE THINGS THEY CARRIED by O'Brien- (March) ● Poetry: Giovanni, Hughes, Plath, Ginsburg- April ● Literature Circle Learner Choice (May after assessment) <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Shared Inquiry Discussions, narratives, etc. (weekly) ● Written Task w/ rational (Feb. 29, 2017) ● Individual Oral Commentary (March 1, 2017) ● Lang and Lit Paper 1 & Paper 2 (May 2017)

SCVi Charter School IB Diploma Programme

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Individuals and Society: History HL

Ben Williams

The various “Parts” of the syllabus will not be completed in order.

<p style="text-align: center;"><u>Part 1-1: World History Prescribed Subject</u> First part of Fall 2017</p> <p><i>Essential Questions: How can I properly think like a historian and analyze sources for deeper meaning?</i></p> <p>Topic: The move to global war</p> <ul style="list-style-type: none"> ● Japanese Expansion in East Asia (1931-1941) ● German and Italian expansion (1933-1940) <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Every week analyzing sources looking at Origin, Purpose, Value, and Limitation ● Reading questions ● Practice Paper: Analyzing Sources (November) 	<p style="text-align: center;"><u>Part 1-2: World History Topics</u> Rest of Fall 2017 - Spring 2018</p> <p><i>Essential Question: How can I move from Description to analysis?</i></p> <p>Topics:</p> <ul style="list-style-type: none"> ● Authoritarian States ● Causes and Effects of 20th-Century Wars ● The Cold War: Superpower tensions and rivalries <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Every week reading and questions ● Few practice essays ● Practice Paper: Two Essay’s ● Y2 Final Assessment
<p style="text-align: center;"><u>Part 2-1: Internal Assessment</u> Independent: Fall 2018 (Year 2)</p> <p><i>Essential Question: How can I use my historical skills to investigate a topic and create rich analysis?</i></p> <p>Topic:</p> <ul style="list-style-type: none"> ● Come up with a historical investigation at least 10 years in the past <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Every week reading and questions ● Few practice essays <li style="padding-left: 20px;">Practice Paper: Choose Two Essays 	<p style="text-align: center;"><u>Part 2-2: History of the Americas</u> All Year: Fall - Spring 2017-2018</p> <p><i>Essential Question: How can I move from Description to analysis?</i></p> <p>Topics:</p> <ul style="list-style-type: none"> ● United States’ Civil War: Causes, course and effects (1840-1877) ● Civil rights and social movements in the Americas post-1945 ● The Second World War and the Americas (1933-1945) ● The Cold War and the Americas (1945-1981) <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Every week reading and questions ● Few practice essays ● Practice Paper: Choose Two Essays ● Y2 Final Assessment

**SCVi Charter School IB Diploma Programme
Syllabus and Learner Agreement 2017-19**

Math SL

Michael Dub

<p>IB Math SL Year 1 Fall</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Fundamentals ● Functions ● Sequences, Series, Binomial Theorem ● Exponential and Logarithmic Functions <p>Assessments:</p> <ul style="list-style-type: none"> ● Weekly readings and problems ● Quizzes and tests after completing major topics ● IA Practice paper research 	<p>IB Math SL Year 1 Spring</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Trigonometric Functions and Equations ● Triangle Trigonometry ● Vectors ● <p>Assessments:</p> <ul style="list-style-type: none"> ● Weekly readings and problems ● Quizzes and tests after completing major topics ● IA Practice paper
<p>IB Math SL Year 2 Fall</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Differential Calculus ● Integral Calculus <p>Assessments:</p> <ul style="list-style-type: none"> ● Weekly readings and problems ● Quizzes and tests after completing major topics ● IA Practice paper 	<p>IB Math SL Year 2 Spring</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Descriptive Statistics ● Probability ● Probability Distributions <p>Assessments:</p> <ul style="list-style-type: none"> ● Weekly readings and problems ● Quizzes and tests after completing major topics ● Internal Assessment due in February

**SCVi Charter School IB Diploma Programme
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IB Science ** (Chemistry)

Chemistry SL

Colin

<p align="center">IB Chem SL Y1 FALL</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Atomic Structure ● Stoichiometric Relationships ● Periodicity <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Assessments: <ul style="list-style-type: none"> ○ Weekly readings and problems ○ Quizzes and tests after completing major topics ○ Labs ○ Practice paper ○ Internal Assessments 	<p align="center">IB Chem SL Y1 SPRING</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Chemical bonding and structure ● Energetics/thermochemistry ● Chemical kinetics <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Assessments: <ul style="list-style-type: none"> ○ Weekly readings and problems ○ Quizzes and tests after completing major topics ○ Labs ○ Practice paper
<p align="center">IB Chem SL Y2 FALL</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Equilibrium ● Acids and bases ● Redox processes <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Assessments: <ul style="list-style-type: none"> ○ Weekly readings and problems ○ Quizzes and tests after completing major topics ○ Labs ○ Practice paper ○ Internal Assessments 	<p align="center">IB Chem SL Y2 SPRING</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Organic chemistry ● Measurement and data processing <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Assessments: <ul style="list-style-type: none"> ○ Weekly readings and problems ○ Quizzes and tests after completing major topics ○ Labs ○ Practice paper ○ Internal Assessments

** Please note: IB Physics Syllabus is in the process of being finalized.

**SCVi Charter School IB Diploma Programme
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Visual Arts HL

Cheryl Fitzgerald

<p>Year One/Semester One</p> <p>Theoretical Practice</p> <ul style="list-style-type: none"> ● Teaching formal analysis of an artwork. ● Comparing two artworks given by facilitator. ● Journal/Sketchbook <p>Art Making Practice:</p> <ul style="list-style-type: none"> ● Building practical skills ● Introduction to techniques ● Using the visual journal <p>Curatorial Practice:</p> <ul style="list-style-type: none"> ● Exhibition visit. ● Written response (journal.) ● Collect artists statements. 	<p>Year One/Semester Two</p> <p>Theoretical Practice</p> <ul style="list-style-type: none"> ● Compare two artworks. ● Building art vocabulary. ● Journal/sketchbook. <p>Art Making Practice:</p> <ul style="list-style-type: none"> ● Guided studio work. ● Guided visual journal work. <p>Curatorial Practice:</p> <ul style="list-style-type: none"> ● Curating a virtual exhibition. ● Activity Journal ● Documenting your studio work. ● Establishing good practice.
<p>Year Two/Semester One</p> <p>Theoretical Practice</p> <ul style="list-style-type: none"> ● Compare your own work to another artist. ● Art and TOK (Theory of Knowledge) topics. <p>Art Making Practice:</p> <ul style="list-style-type: none"> ● Studio work (more independent.) ● Visual Journal Work (independent.) ● How to make Process Portfolio (PP) pages. <p>Curatorial Practice:</p> <ul style="list-style-type: none"> ● Curate group exhibit (installation.) ● Write curatorial rationale (journal.) ● Documentation. 	<p>Year Two/Semester Two</p> <p>Theoretical Practice</p> <ul style="list-style-type: none"> ● Individual Comparative Study (CS). ● Format CS for electronic submission. <p>Art Making Practice:</p> <ul style="list-style-type: none"> ● Independent Studio Work. ● Continue to build digital portfolio of completed work and PP Pages. ● Assemble PP for electronic submission. <p>Curatorial Practice:</p> <ul style="list-style-type: none"> ● Exhibition visit. ● Different approaches to curation journal. ● Select works for and design final exhibition. ● Final Curatorial Rationale. ● Assemble exhibit presentation for electronic submission.

**SCVi Charter School IB Diploma Programme
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Theater Arts HL

TBA

<p>Year One/Semester One</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Acting Intensive ● Working with Play Texts ● Examining World Theater Traditions ● Creating theatre based on Theory <p>*Key Assessments:</p> <ul style="list-style-type: none"> ● Task 2: Director’s Notebook ● Write a critical review of a piece of theater seen outside of school ● Task 3: Research Presentation ● Begin Task 1: Solo Theater Piece (May be assessed in Semester 2) <p>*See detailed syllabus handed out in class for task descriptors.</p>	<p>Year One/Semester Two</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Creating theatre collaboratively ● Review of the four tasks ● Critical Review ● Fun Project <p>*Key Assessments:</p> <ul style="list-style-type: none"> ● Task 1: Solo Theater Piece (cont.) ● Task 4: Collaborative Project ● Critical Review <p>*See detailed syllabus handed out in class for task descriptors.</p>
<p>Year Two/Semester Two</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Acting Intensive ● Review of the Four Tasks <p>*Key Assessments:</p> <ul style="list-style-type: none"> ● Task 2: Director’s Notebook ● Write a critical review of a piece of theater seen outside of school ● Task 3: Research Presentation ● Begin Task 1: Solo Theater Piece (May be assessed in Semester 2) <p>*See detailed syllabus handed out in class for task descriptors.</p>	<p>Year Two/Semester Two</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Solo Theatre ● Creating theatre collaboratively <p>* Key Assessments:</p> <ul style="list-style-type: none"> ● Task 1: Solo Theater Piece (cont.) ● Task 4: Collaborative Project ● Finalize Assessment submissions ● Exit Reflection <p>*See detailed syllabus handed out in class for task descriptors.</p>

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Language B: Spanish

Mrs. Erika Cedeno

<p>Language B: Spanish Year 1 Fall</p> <p>Topic:</p> <ul style="list-style-type: none"> • My autobiography, That’s the way it was, Making plans for the future, Life is Never Easy <p>Key Assessments:</p> <ul style="list-style-type: none"> • External practice 70% • Paper 1: Receptive skills (<i>done in May</i>) • Paper 2: Written productive skills (<i>done in May</i>) • Written practice: Receptive and written productive skills (<i>done in February</i>) • Internal practice 30% • SL and HL • Internally assessed by the teacher and externally moderated by the IB. • Individual oral dialogue: Communicative Skills • Interactive oral activity: Three classroom activities assessed by the teacher. (<i>all year</i>) 	<p>Language B: Spanish Year 1 Spring</p> <p>Topic:</p> <ul style="list-style-type: none"> • Our Changing World, Life is a Celebration, IB Formats Topics and Terminologies, IB Vocabulary <p>Key Assessments:</p> <ul style="list-style-type: none"> • External assessment 70% • Paper 1: Receptive skills (<i>done in May</i>) • Paper 2: Written productive skills (<i>done in May</i>) • Written assignment: Receptive and written productive skills (<i>done in February</i>) • Internal assessment 30% • SL and HL • Internally assessed by the teacher and externally moderated by the IB. • Individual oral dialogue: Communicative Skills • Interactive oral activity: Three classroom activities assessed by the teacher. (<i>all year</i>)
<p>Language B: Spanish Year 2 Fall Semester</p> <p>Topic:</p> <ul style="list-style-type: none"> • Review and Enrichment Y1, Communication and Media, Social Relationships, Global Issues, IB Assignment <p>Key Assessments:</p> <ul style="list-style-type: none"> • External practice 70% • Paper 1: Receptive skills (<i>done in May</i>) • Paper 2: Written productive skills (<i>done in May</i>) • Written practice: Receptive and written productive skills (<i>done in February</i>) • Internal practice 30% • SL and HL • Internally assessed by the teacher and externally moderated by the IB. • Individual oral dialogue: Communicative Skills • Interactive oral activity: Three classroom activities assessed by the teacher. (<i>all year</i>) 	<p>Language B: Spanish Year 2 Spring Semester</p> <p>Topic:</p> <ul style="list-style-type: none"> • IB Optional Topic #1, IB Optional Topic #2, Individual Oral Activity Preparation, Preparation External Assessment <p>Key Assessments:</p> <ul style="list-style-type: none"> • External assessment 70% • Paper 1: Receptive skills (<i>done in May</i>) • Paper 2: Written productive skills (<i>done in May</i>) • Written assignment: Receptive and written productive skills (<i>done in February</i>) • Internal assessment 30% • SL and HL • Internally assessed by the teacher and externally moderated by the IB. • Individual oral dialogue: Communicative Skills • Interactive oral activity: Three classroom activities assessed by the teacher. (<i>all year</i>)

Specific Language B Curriculum will be detailed in the Spanish Y1 & Y2 Syllabus handed out in class.

SCVi Charter School IB Diploma Programme

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Theory of Knowledge (TOK)

Mr. Kevin Becker

<p style="text-align: center;">Part 1: Fall 2016</p> <p><i>Knowers and Knowing:</i> <i>The Problem of Knowledge, the Nature of Knowledge and Personal & Shared Knowledge.</i></p> <p>Class organization:</p> <ul style="list-style-type: none"> ● Tuesday: 2016 IB Y2 **Areas of Knowledge, CAS Service Learning Presentation, Extended Essay Lab time, and study hours. ● Thursday: Socratic seminars, lectures and WOK & AOK Exploration <p>Key Assessments:</p> <ul style="list-style-type: none"> ● External Assessment: This is a 1200-1600 word essay due December 10th and submitted to IB no later than mid-semester of Spring. (Practice for Y1 and Actual for Y2) ● Internal Assessment: oral presentation. These presentations will be given last week October and will be scored by facilitator. 	<p style="text-align: center;">Part 2: Spring 2017</p> <p><i>Ways of Knowing:</i> <i>Language, Sense Perception, Reason, the Emotions, Intuition, Imagination, Memory and Faith.</i></p> <p>Class organization:</p> <ul style="list-style-type: none"> ● Tuesday: CAS Service Learning Presentation, Extended Essay Lab time, and study hours. ● Thursday: Socratic seminars, lectures and WOK & AOK Exploration <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Oral Presentation ● Practice essay ● CAS Service Project Due
<p style="text-align: center;">Part 3: Fall 2017</p> <p><i>**Areas of Knowledge:</i> <i>Mathematics, The Natural Sciences, The Human Sciences, History, The Arts, Ethics and Religion.</i></p> <p>Class organization:</p> <ul style="list-style-type: none"> ● Tuesday: CAS Service Learning Presentation, Extended Essay Lab time, and study hours. ● Thursday: Socratic seminars, lectures and WOK & AOK Exploration <p>Key Assessments:</p> <ul style="list-style-type: none"> ● External Assessment: This is a 1200-1600 word essay due December 10th and submitted to IB no later than mid-semester of Spring. (Practice for Y1 and Actual for Y2) ● Internal Assessment: oral presentation. These presentations will be given last week October and will be scored by facilitator. 	<p style="text-align: center;">Part 4: Spring 2018</p> <p><i>The Big Picture:</i> <i>Cultural Perspectives on Knowledge, and Truth & Wisdom.</i></p> <p>Class organization:</p> <ul style="list-style-type: none"> ● Tuesday: CAS Service Learning Presentation, Extended Essay Lab time, and study hours. ● Thursday: Socratic seminars, lectures and WOK & AOK Exploration <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Oral Presentation ● Practice essay ● CAS Service Project Due

- External Assessment: This is a 1200-1600 word essay on one of ten prescribed titles. You will be provided with a list of this year's titles when they become available (around September 10) and assessment details soon, along with some sample essays. The due date for this essay will be December 10th and submitted to IB no later than mid-semester of Spring. (Practice for Y1 and Actual for Y2)
- Internal Assessment: oral presentation (may be done solo or in a group (maximum of 4 in the group). These presentations will be given sometime in October and will be scored by facilitator.