



CARROLLWOOD
DAY SCHOOL
Education with Character

Curriculum and Registration Guide

UPPER SCHOOL

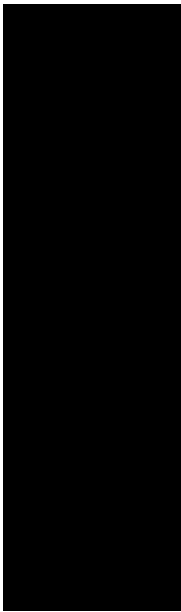


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Education Management Philosophy

Carrollwood Day School welcomes all prospective applicants and families. The school seeks to admit those students who show the potential to grow significantly while at CDS. Students must be academically on or above grade level. Students who require specialized instruction or are unable to function adequately in the classroom are not considered for admission.

The core characteristics that follow are those that the admissions process seeks to identify and select in its students and families:

- Students who demonstrate the academic ability and/or developmental readiness to succeed in a leading college preparatory program
- Students whose talents match and enrich the school program
- Students whose personal qualities suggest they will contribute in meaningful ways to school and community life
- Students who further the school's commitment to reflecting the diversity of the community in all of its forms
- Parents who demonstrate an awareness of and commitment to meet the school's expectation of parental cooperation and support
- Families who are able to support the school through contributions of their time, talent, and resources

Students are admitted for one year at a time and invited to re-enroll if the student is having a successful experience. The faculty and staff will make available all campus resources necessary and useful for a student's continued enrollment. In the event that the student's academic performance, behavior, and/or attitude fails to meet the expected and stated standards found in division handbooks, that student, following a set of established guidelines, may be asked to withdraw from the school. CDS admits qualified students of any race, color, and national or ethnic origin and is non-discriminatory in all policies and school administered programs.



Motto, Vision, Mission

Motto

Education with Character

Vision

Build a community prepared and inspired to better the world.



Mission

As an IB World School, we cultivate principled entrepreneurial thinkers for a global society by enriching the mind, strengthening the character, and inspiring the passions of our community.

Diversity and Inclusion

Carrollwood Day School embraces and celebrates the rich diversity of our students, employees, and families from all backgrounds. As an International Baccalaureate continuum school, CDS strives to create a supportive and inclusive learning environment where each person is valued. We work to intentionally develop cross-cultural competency and appreciation of differences within all constituents. We value the influence of a wide range of experiences and perspectives in our classrooms, relationships, and interactions as we prepare our students to contribute to a diverse and interconnected world.

Academic Guidelines and Policies

Student Course Load

Students are generally expected to take five courses in the areas of English, Mathematics, Science, Humanities, and World Languages per year and at least one other elective course per semester. Students who wish to take less than the minimum course load need prior permission from an upper school administrator. The normal load would include six to eight courses each semester, depending on the student's academic trajectory.

Academic Credit, GPA, and Transcripts

The final grade determines the unit of credit to be given for a full-year course. Only summer courses taught at CDS or other approved courses may be taken for credit and advancement. Courses from outside institutions are not calculated into the GPA or listed on the CDS transcript, but they will be included with college applications. Students may take certain electives for credit multiple times. No fractional credit will be awarded for partial completion of a semester course.

The cumulative GPA is calculated on semester grades earned at CDS beginning freshman year. For seniors applying to college, mid-semester grades may be sent to all colleges that require them until such time as first semester grades are available. Mid-year and final reports (semester grades) will be sent to colleges for all seniors. For colleges that do not require mid-semester grades, students have the choice to send those grades to schools directly at their discretion and in coordination with their college counselor.

Graduation Pathways through CDS

Students should select a graduation pathway that fits their personal interests, academic aptitude & college ambitions. It is in the best interest of students to follow a pathway that is challenging enough without jeopardizing a student's cumulative grade point average (GPA) as colleges weigh GPA and Rigor of Schedule similarly in the admissions process. Carrollwood Day School has various resources available during the selection process to assist families in choosing the right pathway for their student, including the IB Diploma Programme Coordinator, the College Counseling staff, Department Chairs and teachers.

Students who are not recommended for 3 HL courses are not eligible for the full DP Programme but can graduate as course candidates, or CDS graduates.

CDS Graduation Pathways

	CDS Graduate	CDS Graduate + IB Course Candidate	CDS Graduate + Full IB Diploma
Rigorous College Prep	Rigorous	More Rigorous	Most Rigorous
Possibility of Internships During the Normal School Day	Allows for more opportunities outside of school such as internships and jobs	Full school days - limited availability for outside internships	Full school days - limited availability for outside internships
Minimum Credits	Minimum 24 credits	Minimum 24 credits	Minimum 24 credits
English	4 Years	4 Years	4 Years
World Language	3 Years	3-4 Years	4 Years
Humanities	3 Years	3-4 Years	4 Years
Science	3 Years	3-4 Years	4 Years
Mathematics	4 Years	4 Years	4 Years
Fine Arts	1 Year	1 Year	1 Year
Physical Education & Health	1 Year	1 Year	1 Year
Electives	5 Credits	5 Credits	5 Credits
Community Service	100 Hours	100 Hours	100 Hours
Creativity, Activity, Service (CAS)	No	No	11th-12th grades
Theory of Knowledge Course (TOK)	No	No	11th-12th grades
Extended Essay (EE)	No	No	11th-12th grades
Eligibility for Top Tier of Florida Bright Futures Scholarship	GPA, SAT/ACT Test Scores & Service Hours	GPA, SAT/ACT Test Scores & Service Hours	GPA, SAT/ACT Test Scores & Service Hours -OR- Award of IB Diploma & Service Hours
SL/HL	All or mostly SL - OR - mix of IB SL and college preparatory	All SL 150 hours each - OR - mix of SL (150 hour) & HL (240 hour) classes	3 HL - 240 hours each - 3 SL -150 hours each
IB Testing Senior Year	No	1 or more subjects	All 6 subjects
CDS Final Exams Senior Year	Yes	1 or more subjects	No
IB Graduation Regalia (in addition to any honor society cords)	No	Blue & White Cords	White IB Stole

International Baccalaureate (IB) Middle Years Programme (MYP)

Grades 6-10

The Middle Years Programme spans the three years of Middle School and the first two years of high school. The MYP provides a framework for teaching and learning to help students develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world. The MYP curriculum at CDS emphasizes a broad and balanced education in each of eight subject areas: Language and Literature (English), Humanities, Sciences, Mathematics, Language Acquisition (Spanish or French), Physical Education, Design, and the Arts. All courses are offered at the Honors level. Advanced options are available in some subjects as outlined in this course selection guide. The program culminates in a capstone independent research project and exhibition, the Personal Project, required of all CDS 10th graders.

International Baccalaureate (IB) Diploma Programme (DP)

Grades 11-12

All students enrolled at CDS engage to some level with the International Baccalaureate Programme, first in the Middle Years Programme (MYP) in grades 6-10 and then in IB Diploma Programme (DP) classes in grades 11-12. Designed for highly motivated students, the IB Diploma Programme is a rigorous two-year course of study leading to externally assessed examinations. The DP offers both breadth, in terms of the range of courses offered, and depth, in that students must take each course for two years. It is a deliberate compromise between the specialization required by some colleges and universities and the breadth preferred by others. Students who do not wish to become full IB Diploma candidates may elect to take IB courses in their areas of academic strength. These students will receive an IB certificate for each course successfully completed. The IBO's reputation for rigorous assessment gives IB diploma holders access to the world's leading universities and solid preparation for high achievement once enrolled. Additionally, successful completion of IB Exams often results in college credit. Students recommended for the IB Full Diploma Programme will engage with course material and work expectations that will challenge them at the highest level. Students take six subjects for the IB Diploma Programme; three at Higher Level (HL) and three at Standard Level (SL). By arranging work in this fashion, students are able to achieve depth of study in the context of a broad and coherent curriculum over the two-year period. Each student must take one course in Language and Literature, Language Acquisition, Individuals & Societies (Humanities), Science, and Mathematics and may choose an elective in the Arts or an additional course in one of the other subjects.

In addition to the six subject areas, the Programme has three core requirements that are central to the philosophy of the Diploma Programme and challenge students to apply their knowledge and understanding. These are the three core requirements of the Diploma Programme:

- **Extended Essay:** an individual research project of about 4,000 words which allows students to investigate in detail a topic of special interest to them. This project acquaints students with the independent research and writing skills that are necessary and expected at the university level.
- **Theory of Knowledge class:** an interdisciplinary course that challenges students to become critical, reflective, and independent thinkers.
- **Creativity, Activity, Service requirement:** this requirement encourages students to be involved in artistic pursuits, sports and community service work, thus fostering students' awareness and appreciation of life outside the academic arena.

All Full Diploma Programme students must engage in these three activities.

While the IBO does allow for a student to take 4 HL courses, a student must obtain permission to do so from the Head of the Upper School and the IB DP Coordinator due to the demands of heavy homework assignments, library research, laboratories, and special testing sessions.

Full IB Diploma students and IB course candidates are required to take pertinent IB examinations administered in May. Students enrolled in the IB Full Diploma Programme are viewed by colleges as having chosen to challenge themselves at the highest level. Many major universities and colleges accept demonstrated competency on these examinations as evidence for granting advanced placement and/or credit in college. In Florida, being awarded an IB Diploma automatically makes a student eligible for the top-tier academic Bright Futures scholarship.

Guidelines for Course Selection

Prerequisites established for various courses in the Upper School as printed in the Curriculum and Registration Guide must be observed.

Course Recommendation Policy

All student recommendations are reviewed individually each spring by the student's current teachers and the department chair. Continuation at a level is based on the student's performance and the teacher's professional judgment and should reflect the best prospects for each student's academic success. Such recommendations are based on the qualities listed below. These student characteristics are considered relative to the grade level in question. No student exhibits all of these qualities all the time, but their conspicuous and persistent absence will affect course placement decisions. We expect positive academic behavior from all students, and look for an even higher degree of self-motivation and commitment from students in advanced and higher-level courses.

If a student disagrees with a course-level recommendation, they may request a change. The student and family must first meet with the classroom teacher and Department Chair to hear why the course-level recommendation was made. Additional coursework or placement testing might be possible to secure the department recommendations. A student will not be placed in a course without a recommendation.

Student requests to move to a less challenging level in Language Acquisition, in particular, will be denied if prior achievement indicates an ability to progress to the next level. Failure to follow an increasingly challenging course sequence is a negative indicator for college admissions and doesn't reflect the academic commitment expected of CDS students.

At the 11th and 12th grade levels, there is a significant difference between the time commitments for a standard level (SL) and higher level (HL) course, reflected in hours. Standard Level courses meet for 150 hours of instruction over two years whereas Higher Level courses meet for 240 hours. IB Full Diploma students must take 3 SL and 3 HL courses as part of their course of study. Students who are not recommended for 3 HL courses are not eligible for the full DP Programme but can graduate as course candidates, or CDS graduates as outlined in the chart on page 5.

These factors are taken into account when considering course placement:

Current Course Grades

A student with a grade of a B in an advanced course will be recommended for the next-level advanced course unless there is a compelling reason to not recommend. A grade of A- at the standard course level is the minimum requirement for an advanced recommendation at the next grade level. A grade of B- is the minimum requirement for a student to remain in the advanced course for the next grade level.

Advanced/higher level course recommendations are primarily a recognition of student achievement — not just aptitude — in a given subject area; in other words, course levels are performance-based rather than ability-based groupings.

When deciding placement and course recommendations, especially at the DP level, Department Chairs work with classroom teachers to not only investigate final grades but achievement on standardized tests and the IB grade descriptor scale. Students with an A or A- in some MYP level courses, particularly in science, might still not be recommended for the DP level of that course. Students regularly earning 6-8 on the MYP (A - A+ on report cards) scale have shown the ability to handle the specific type of advanced content offered in DP classes

As with all classes, families can request to override the recommendation, following the procedure outlined above.

Seriousness of Purpose

An advanced student must show, beyond mere grades, a seriousness of purpose about the subject matter and about course assignments. Disruptive classroom behavior, lack of engagement, poor study habits and class preparation, and excessive absences or tardiness do not reflect seriousness of purpose.

Class Contributions

Students should demonstrate exceptional class engagement, especially when considering placement in an advanced class. Students should willingly and reliably contribute to the learning process in the form of class discussion and participation, completion of assignments, group work, and attention.

Intellectual Engagement in the Subject

Students who want to take a course at the advanced or higher level should display a strong motivation for the subject matter of a course beyond merely meeting grade requirements. Intellectual curiosity and intellectual engagement beyond the norm is essential in an advanced class.

Effective Management of Course Requirements

Students who succeed at an advanced or higher level demonstrate the capacity to complete larger volumes of reading and writing and to handle more in-depth work than students who take a class at the standard level. This includes keeping track of and meeting deadlines. Students should be strongly committed to turning thoughtfully completed work in on time.

Strong Reading, Writing, Vocabulary, and Computation Skills

A student in an advanced or higher level course should not require basic-level work or remediation in reading, writing, vocabulary, and computation. In advanced courses, greater emphasis will be placed on analysis, synthesis, and evaluation and less emphasis on teaching the basics of knowledge, comprehension, and application.

Developed Capacity for Abstract Thinking

Students in an advanced course should be able to move beyond the literal or concrete level of thinking and reading to cope with abstraction, implication, discovery, metaphor, irony, and similar, more complex levels of meaning. This includes the ability to analyze coherently, problem solve and conceptualize new ideas, and draw supportable conclusions from facts and data.

Social and Emotional Maturity for More Sophisticated Discussion

Students in advanced sections of a class should show the maturity needed to discuss more controversial and challenging works and topics without lapsing into inappropriate humor, anger, or other highly subjective reactions. This includes understanding why certain works and topics are included in the curriculum even when they may not suit the taste of an individual student.

Drop/Add

There is a drop/add period of 2 weeks for all Upper School courses. Some advanced and higher level courses may extend the drop/add window to six weeks, based on assessment schedule. To change a course, a student should work with the registrar to obtain all necessary approvals. It is the responsibility of the student making the request to proactively reach out to the teacher to develop a make-up plan for any work missed prior to entering the new class.

Withdrawals

A withdrawal from any course after the first interim period will result in having a "W" (withdrew) noted on the student's official transcript, unless an exception is made by the Head of the Upper School; upon inquiry by colleges, the school will indicate withdrawal status (passing, failing).

Academic Warning & Probation

If a student is struggling academically, teachers may request a change in level based on the availability of course. If a student continues to struggle, they might be placed on Academic Warning or Probation according to the policies outlined in the student handbook. Any request received after the deadline will need the approval of the Head of the Upper School.

Remediation

Students who receive a final semester grade in the "D"-range are strongly encouraged to re-take the course through Florida Virtual School (FLVS) or another school outlet. "D"-range grades are not considered to be college-ready and will negatively impact the student's chances for college admissibility.

If a student receives a final grade of a "F" for the semester, it is required to be re-taken through FLVS or another school outlet to ensure that the student is adhering to CDS graduation requirements.

For both "F" and "D"-range grades - the student is responsible for registering for any course outside of CDS in consultation with their college counselor. Please note that upon completion of the replacement course, the "F" or "D"-range grade will remain on the student's CDS transcript, however, the FLVS (or other school outlet) transcript will be sent as a supplemental piece in the college admission process. Typically, colleges/universities will take the higher of these two grades in a student's admission evaluation, but it will be a case-by-case situation depending on the institution.

Grades and Grade Reports

Students receive a grade for each subject. Grades are reported at the semester, with each semester grade appearing on the official transcript and used in the GPA calculation. Mid-semester comments and parent-teacher conferences inform families and students about student progress and alert them to any potential problems. Notification will be sent at the mid-semester point for Academic Warning or Probation for students earning two D or F grades or for students who have formerly been on warning or probation and who have not demonstrated substantial improvement. Honor Roll and Head of School Honor Roll are determined at the semester.

Within classes, teachers use criteria based grading to assess student progress and report on learning outcomes, with emphasis placed on best sustained student performance over time. The criteria for assessing skills and content are often presented to students on rubrics with a grade scale of 1-8 for the MYP Programme and 1-7 for the DP Programme. Below is the conversion teachers use to translate the criteria based grade to the A-F scale reported on Schoology, report cards, and the numerical conversion used to generate GPAs and transcripts.

**For IB DP courses, CDS adds 1.00 quality point to the point scale.
Failing grades do not receive the additional 1.00 point.**

**For IB MYP and Honors classes, CDS adds 0.50 quality point to the point scale.
Failing grades do not receive the additional 0.50 point.**

To allocate, record, and report grades on Schoology, report cards, and transcripts the following scale is used (includes – and +).

MYP Grade Conversion

IB MYP	Letter	GPA	Number	MYP Descriptor
7 or 8	A+	4.3	97-100	<ul style="list-style-type: none"> • Produces high-quality, frequently innovative work. • Communicates comprehensive, nuanced understanding of concepts and contexts. • Consistently demonstrates sophisticated critical and creative thinking. • Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	A	4	93-96	<ul style="list-style-type: none"> • Produces high-quality, occasionally innovative work. • Communicates extensive understanding of concepts and contexts. • Demonstrates critical and creative thinking, frequently with sophistication. • Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
5	A-	3.7	90-92	<ul style="list-style-type: none"> • Produces generally high-quality work. • Communicates secure understanding of concepts and contexts. • Demonstrates critical and creative thinking, sometimes with sophistication.
5	B+	3.3	87-89	<ul style="list-style-type: none"> • Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	B	3	83-86	<ul style="list-style-type: none"> • Produces good-quality work. • Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps.
4	B-	2.7	80-82	<ul style="list-style-type: none"> • Often demonstrates basic critical and creative thinking. • Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	C+	2.3	77-79	<ul style="list-style-type: none"> • Produces work of an acceptable quality. • Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps.
3	C	2	73-76	<ul style="list-style-type: none"> • Begins to demonstrate some basic critical and creative thinking.
3	C-	1.7	70-72	<ul style="list-style-type: none"> • Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	D+	1.3	67-69	<ul style="list-style-type: none"> • Produces work of limited quality.
2	D	1	63-66	<ul style="list-style-type: none"> • Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. • Infrequently demonstrates critical or creative thinking.
2	D-	0.7	60-62	<ul style="list-style-type: none"> • Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills
1	F	0	51-59	<ul style="list-style-type: none"> • Produces work of very limited quality. • Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. • Very rarely demonstrates critical or creative thinking. • Very inflexible, rarely using knowledge or skills.
0	F	0	50	<ul style="list-style-type: none"> • The student does not reach a standard described by the description below. • No submission.

DP Grade Conversion

IB DP	Letter	GPA	Number	MYP Descriptor
7.00	A+	4.3	97-100	<ul style="list-style-type: none"> • Demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. • Highly effective research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. • Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, using precise use of appropriate terminology and with appropriate attention to purpose and audience. • Responses are creative, make very effective use of well-selected examples, and demonstrate awareness of alternative points of view.
6	A	4	93-96	<ul style="list-style-type: none"> • Demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. • Competent research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge and concepts. • Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. • Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
5	A-	3.7	90-92	<ul style="list-style-type: none"> • Demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking.
5	B+	3.3	87-89	<ul style="list-style-type: none"> • Research, investigation, and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. • Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. • Responses show reasonable creativity, use examples, awareness of audience and evidence of intercultural understanding.
4	B	3	83-86	<ul style="list-style-type: none"> • Demonstrates with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking.
4	B-	2.7	80-82	<ul style="list-style-type: none"> • Research, investigation, and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. • The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. • Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology.
4	C+	2.3	77-79	<ul style="list-style-type: none"> • Responses sometimes show creativity, and include some awareness of the audience and evidence of intercultural understanding.
3	C	2	73-76	<ul style="list-style-type: none"> • Demonstrates basic knowledge and understanding of the content with limited evidence of conceptual and contextual awareness.
3	C-	1.7	70-72	<ul style="list-style-type: none"> • Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. • Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing.
3	D+	1.3	67-69	<ul style="list-style-type: none"> • Responses lack clarity and some material is repeated or irrelevant. • There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
2	D	1	63-66	<ul style="list-style-type: none"> • Demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of applications.
2	D-	.7	60-62	<ul style="list-style-type: none"> • Evidence of research and/or investigation is only superficial. • There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. • There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
1	F	0	51-59	<ul style="list-style-type: none"> • Demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts or context. • Ability to comprehend and solve problems or to express ideas is not evident. • Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. • Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.
0	F	0	50	<ul style="list-style-type: none"> • Failure to submit • Student does not reach a standard described by any of the descriptors.

Graduation Requirements

Credits and Courses

To graduate from CDS Upper School, a student must earn at least 24 credits and successfully complete all required courses during grades 9 through 12 while earning a grade below D- in no more than five credits or the equivalent (i.e., multiple half-credit courses). All students are encouraged to accumulate more than the minimum 24 credits prior to graduation through individualized programs designed to meet specific college admission requirements. In addition, a student must complete his or her senior year as a full-time student at CDS enrolled in at least 5 courses. Any exception to this policy requires approval from the Head of the Upper School.

DEPARTMENT	COURSE REQUIREMENTS	CREDITS
Language and Literature	<ul style="list-style-type: none"> IB MYP English Honors I IB MYP English Honors II IB DP Language & Literature SL & HL III & IV <p>Students must take 4 years of Language and Literature.</p>	4
Language Acquisition	<ul style="list-style-type: none"> IB MYP Spanish I, II, III, IV IB MYP Spanish for Heritage Speakers IB DP Spanish Ab Initio SL, I, & II IB DP Spanish SL III/IV IB DP Spanish HL IV/V IB MYP French I, II, III, IV IB DP French Ab Initio SL, I, & II IB DP French SL & HL, IV/V <p>At least a two-year sequence in any language, with 3-4 years in the same language recommended.</p>	3
Humanities	<ul style="list-style-type: none"> IB MYP World History Honors IB MYP US History & Government Honors or Extended Honors (AP Test Optional) <p>One of the following:</p> <ul style="list-style-type: none"> IB DP History of Europe SL & HL I & II IB DP Global Politics SL & HL I & II IB DP Psychology SL & HL I & II IB DP Business Management SL & HL I & II IB MYP Economics Honors 	3
Mathematics	<ul style="list-style-type: none"> IB MYP Algebra I IB MYP Geometry Standard or Extended IB MYP Precalculus Honors IB MYP Algebra II Standard or Extended IB DP Mathematical Applications & Interpretation SL I and II IB DP Mathematical Analysis & Approaches SL & HL I and II Non-IB Honors Course Precalculus Honors Statistics & Probability Honors <p>Students must take 4 years of Mathematics</p>	4
Science	<ul style="list-style-type: none"> IB MYP Biology Honors IB MYP Chemistry Honors or Extended Honors <p>One of the following:</p> <ul style="list-style-type: none"> IB MYP Physics Honors or Extended Honors IB DP Biology SL & HL I & II IB DP Chemistry SL & HL I & II IB DP Physics SL & HL I & II IB DP Environmental Systems & Societies SL I & II IB DP Physiology & Biomechanics (*aligns to IB DP SEHS) IB DP Computer Science SL & HL I & II *not a lab science IB DP Design Technology SL & HL I & II *not a lab science <p>Non-IB Honors Course</p> <ul style="list-style-type: none"> Anatomy & Physiology Honors <p>Most selective universities require 4 years enrollment in Science, three must be lab sciences.</p>	3

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DEPARTMENT	COURSE REQUIREMENTS	CREDITS
Visual & Performing Arts	At least one of the following: <ul style="list-style-type: none"> • IB MYP Visual Arts: 2D Art • IB MYP Visual Arts: 3D Art • IB MYP Digital Media Creation • IB MYP Visual Arts Photography • IB MYP Drama • IB MYP Comprehensive Theater • IB MYP Music (guitar, strings, or piano) • IB MYP Concert Band • IB DP Visual Arts SL or HL I & II • IB DP Theater Arts SL or HL I & II • IB DP Music SL or HL I & II 	1
Physical Education	<ul style="list-style-type: none"> • IB MYP Physical Education and Health I & II 	1
STEM & Electives	At least 5 elective credits. Courses from another group can also serve as elective credit, i.e., two science courses, two arts, four years of music, etc.: <ul style="list-style-type: none"> • IB MYP Entrepreneurship: Design • IB MYP Entrepreneurship: Principles • IB MYP Computer Science: Principles • IB MYP Computer Science: Artificial Intelligence/Cyber Security • IB MYP Engineering: Principles • IB MYP Creative Writing Honors • Strength & Conditioning 	5
Community Service		100 Hours by Graduation
TOTAL CREDITS		24

College Counseling at CDS

Carrollwood Day School is cognizant of what students need in order to complete the college admission process in a timely and successful manner. One goal of the College Counseling Office at CDS is for all CDS students to be accepted to and attend the college of their choice which is their individual best fit – academically, socially, and financially.

In order to help students achieve this goal, the college counselors will provide students and parents key information and guidance to prepare for college. The College Counseling Office will host a series of college counseling programming for all interested upper school families as well as mandatory class-level meetings.

Students and families will also receive one-on-one advice every year from their designated college counselor to prepare themselves for the college admissions process. Students are matched with a college counselor in December of their ninth grade year. In both ninth and tenth grade, students will meet individually with their college counselor to review their academic progress, college aspirations, and options for course selection for the following year(s).

Starting in junior year and continuing through senior year, our college counseling office provides detailed individual support in preparing and submitting applications.

Advice from College Counselors

What does college admissions desire from a curriculum standpoint for best admission?

Importance of Rigor

As colleges evaluate applications, how challenging a student's coursework is in high school is of the utmost importance. The more selective the college, the more rigor matters. Colleges and universities will look at the context of the student's high school in an effort to determine if the student challenged themselves with more strenuous courses. This evaluation is crucial as it will determine the student's college-readiness as well as their ability to be successful in a more demanding setting once they arrive on a college campus.

Role of the International Baccalaureate (IB) Curriculum in the College Admission Process

The IB curriculum is considered to be one of the most difficult, if not the most difficult curriculum at the high school level. Students who are pursuing their IB Diploma will be exposed to all five core academic subject areas (math, science, history/humanities, world language, and English) each year for all four years of high school. This all-inclusive rigor means that students are not "gapping" or choosing not to take core classes in any one year of high school provided they pursue the full IB Diploma.

Additionally, this exposure makes IB students attractive in the college admission process as they will be fully prepared for college-level academics given their extensive challenge in all academic disciplines. While not all students at CDS will complete the full IB Diploma Program, those that do are generally rated by admission offices as taking the "most rigorous curriculum available" within the context of our school, a decision that helps bolster a student's admission chances.

Even students who are pursuing a Course Candidate pathway can still take courses in the IB Diploma Program, increasing their rigor and opportunities for admission in higher education.

Students in the Course Candidate pathway have the ability to be creative and flexible in their course selection, compiling a schedule that is desirable in the college admission process.

Balance of Rigor & GPA

The goal in course selection is to enroll in the most difficult courses available to the student, while still maintaining strong grades. This balance is crucial to having effective results in the college admission process, as grades and rigor are the two most important factors to be reviewed on a student's application. Simultaneously, each student's college counselor will be mindful of the student's college aspirations and will help to align the course selection with what is advantageous to the student's admissibility chances.

Teachers will provide students and college counseling with course recommendations in multiple academic disciplines. These recommendations are shared in an effort to appropriately place students into the correct course for their ability level and aspirations.

Choosing courses against recommendation

Students may elect to take courses from outside of their recommended options. Should that be the case, it is the student's responsibility to schedule a meeting with the respective department chair to find out what additional steps are needed to comfortably enter the course(s). Provided the student successfully completes all necessary steps, they will be permitted to enroll in the course.

A Note on Four Higher Level (HL) Courses

While the recommended course load for a full IB Diploma student is to enroll in three Higher Level (HL) courses and three Standard Level (SL) courses, some students will elect to take four HL courses.

While this can be seen as going "above and beyond" from a preparation standpoint for college, it is not the primary admission factor even at the most selective schools. Enrolling in four HL courses represents a substantial workload and is not the best pathway for the vast majority of CDS students.

If a student requests four HL courses in their college counseling meeting, CDS allows students to undertake this pathway after receiving a series of approvals from multiple administrators including department chairs, College Counselor, Upper School Counselor, Dean of Students, Diploma Program Coordinator, and Assistant Head of Upper School.

Bright Futures Scholarship Qualification

The Florida Bright Futures scholarship awards either 100% or 75% tuition to any Florida public university or the dollar equivalent to any Florida private college or university. If a student fulfills all IB Diploma Program requirements for graduation and successfully completes the IB diploma, they automatically qualify for the 100% Academic tier scholarship.

Alternatively, students can still achieve the Bright Futures Scholarship through their GPA, SAT/ACT testing & service hours.

For the 100% Academic scholarship tier: students must have a 3.5 weighted core GPA, at least a 1330 superscored SAT OR 29 superscored ACT, plus 100 hours of service.

For the 75% Medallion scholarship tier: students must have a 3.0 weighted core GPA, at least a 1210 superscored SAT OR 25 superscored ACT, plus 75 hours of service.

Note: Test scores are subject to change each year based on the requirements set by the State of Florida.

Sample Schedule

<p>9th Grade:</p> <p>MYP English I Honors MYP World History Honors MYP Spanish II Honors MYP Biology Honors MYP Geometry Extended MYP Entrepreneurship: Design MYP Visual Arts 2D MYP PE</p>	<p>11th Grade:</p> <p>IB DP HL Language & Literature I IB DP SL Spanish I IB DP HL History of Europe I IB DP SL Biology I IB DP SL Mathematics Analysis & Approaches I IB DP HL Psychology I IB DP Theory of Knowledge (Full DP students)</p>
<p>10th Grade*:</p> <p>MYP English II Honors MYP US History & Government Honors MYP Spanish III Honors MYP Chemistry Extended Honors MYP Algebra II Extended MYP Entrepreneurship: Principles MYP Visual Arts 3D MYP PE</p>	<p>12th Grade**:</p> <p>IB DP HL Language & Literature II IB DP SL Spanish II IB DP HL History of Europe II IB DP SL Biology II IB DP SL Mathematics Analysis & Approaches II IB DP HL Psychology II IB DP Theory of Knowledge (Full DP students)</p>

*All CDS 10th-grade students complete the Personal Project, a year-long exploration of a topic of interest culminating in a public exhibition.

**All IB Full Diploma Students complete the Extended Essay, a 4000-word academic exploration on a topic of their choice, completed with the support of a faculty mentor.

**All CDS students must complete 100 hours of service before graduation, with hours adjusted for students transferring in later in the program.

Course Registration Guidelines

1. Review graduation requirements for Carrollwood Day School

2. With your College Counselor, complete and/or revise your four-year plan to reflect courses you have completed, refresh your memory regarding courses you intend to take, and monitor your progress toward graduation and scholarship requirements.

3. Selecting Courses

Indicate your course selections for the coming year on Veracross when the "course request" portal is open or choose your courses with your college counselor who will enter them into Veracross. The school reserves the right to place a student in a course when the student's choices cannot be honored. Students are recommended for courses on the basis of their previous academic achievement, standardized test scores, and learning characteristics. (See the beginning of this Guide for the Course Recommendation Policy.)

4. Parent Involvement: Ask your parents to review your choices, and submit your registration to your college counselor or on Veracross.

5. Drop/Add: The first two weeks of any course is the drop/add period. Students should contact the registrar. Students will not be permitted to drop full-year courses at the end of the first semester, unless approved by the Assistant Head of the Upper School.

6. Rising Seniors will be asked to review their course selections and progress toward satisfying graduation requirements with a college counselor and their faculty advisors. Underclassmen also review their programs with and receive assistance from college counseling and faculty advisors.

US

Departments & Course Offerings

Language & Literature

The English Department at Carrollwood Day School views the study of Languages and Literature as fundamental to the curriculum, for it crosses the boundaries of all disciplines, develops skills in reading, writing, and critical thinking, and promotes intercultural competence. The department endeavors to inspire students to appreciate the power of literature and culture and to apply this insight to domestic and international communities. In support of these essential skills, we apply the values of both the International Baccalaureate Organization and our own school's Character Education.

Students will attain a thorough appreciation of the English language and multicultural literature. They will learn how to contribute to the intellectual growth of the academic and global communities through insightful participation and consistent effort. Ultimately, they will garner a perceptive understanding of how language is used in a variety of media and how to use clear, fluent expression in written and oral discourse. They will be able to apply these strong communication skills effectively and appropriately across cultures and continents in ways that one can only imagine today.

Studies in Language and Literature

International Baccalaureate defines Language A as the student's best language. It is obviously fundamental to the curriculum as it crosses the boundaries of the traditional disciplines. It is the basic tool of communication in the sense of enabling one to understand and to be understood, and to establish one's own identity. Language is also the avenue by which one gains access to literature and thereby to the cultural treasury of civilization. Each course will focus on the instrumental function of language: listening, viewing, speaking, reading and writing skills, as well as the study of literature, which encompasses a variety of periods and genres.

Middle Years Programme Courses

IB MYP English Honors I

MYP English Honors I is a course of study for students to continue to develop their abilities in reading, writing, listening, speaking, and critical analysis. During the year, students will read and analyze poems, short stories, and novels. In addition, they will practice and sharpen their public speaking skills by making oral presentations that will reflect group and/or individual research. Students will also study grammar, vocabulary, and the writing process, as well as methods of analyzing literature. As writers, students will produce extended essays in which they will apply appropriate methods of critical analysis and demonstrate effective thesis development, which

includes their supporting, exemplifying, and confirming the theses in correct MLA Documentation Style.

IB MYP English Honors II

MYP English Honors II is designed to prepare students for the IB/Diploma Program in 11th and 12th grade English. Students in this class will meet all objectives for English II through an accelerated program for learners with challenging, in-depth readings with an emphasis on abstract concepts and critical thinking skills. Students will be expected to produce frequent formal writings that will be evaluated for evidence of close analysis, elaboration of detail, and fluid articulation of ideas. Students will also do a number of oral reports.

Diploma Programme Courses

IB DP English A Language and Literature SL/HL III & IV

The English A Language and Literature two-year course introduces students to the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. Students develop the techniques needed for the critical analysis of communication, becoming alert to interactions among text, audience, and purpose. Students develop 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, media, and genres. Students develop skills of literary and textual analysis, and the ability to present ideas effectively. A key aim is the development of critical literacy.

Electives

IB MYP Creative Writing (1 elective credit, Honors, grades 9-12) Creative Writing is a year-long course designed for students who enjoy writing as a form of art and personal expression. In this course, students will explore the elements of numerous literary genres (short fiction, poetry, drama, playwright, lyrics) and the power of both print and multimedia formats. To develop original writing pieces, students will engage in writing workshops, literary element development lessons, writing/author studies, and peer reviews/conferences. To show evidence of writing development throughout the course, students will be required to maintain a Writer's Notebook/Journal that may be developed digitally or in print. Finally, students will design, edit, and contribute writing pieces for school publication.

Language Acquisition

All students are required to study an additional modern language. Second language courses develop students' powers of expression, provide them with a resource for the study of other subjects, and bring them into contact with ways of thought which may differ from their own. The principal aim for the courses in group 2 is to enable students to use the language in a range of contexts and for many purposes.

Middle Years Programme Courses

The MYP language acquisition courses are designed to provide students with the necessary language skills and intercultural understanding to prepare students to enter the Diploma Programme at the Standard or Higher level. Students are encouraged to continue their learning of their language of choice for their middle school years. Any student who is thinking to switch languages upon entering high school should consult with the college counselor and chair of the Department for approval.

Diploma Programme Courses

The DP Coordinator, in conjunction with teachers, is responsible for the placement of students. The most important consideration is that the course should be a challenging educational experience for the student. Courses for the Diploma Programme are taken during the junior and senior years and are offered at standard level (SL) and higher level (HL). CDS currently offers DP Language B courses in Spanish, French.

- **IB MYP Spanish I, II, III, IV**
- **IB MYP Spanish for Heritage Speakers**
- **IB DP Spanish Ab Initio SL, I, & II**
- **IB DP Spanish SL/HL, III, IV, V**
- **IB MYP French I, II, III, IV**
- **IB DP French Ab Initio SL, I, & II**
- **IB DP French SL/HL, IV, V**

Humanities

The Mission of the Carrollwood Day School Upper School Division's Humanities Department is to promote students' understanding of the humanities disciplines, including the nature and diversity of sources, methods, and human interactions between and among societies and with the natural environment elevate and promote the humanities disciplines' skills of research, analysis, synthesis, and evaluation for practical and professional applications beyond academics develop students' viability as active, successful contributors to the modern, complex global economy provide students with the necessary skills to analyze documents, events, media, and personages in both academic and real-world contexts.

Courses offered in the freshman and sophomore years consist of World History (Grade 9) and United States History and Government (Grade 10). They are intended to lead students from an understanding of their own time and region to an appreciation at regional, national and global levels and across time periods. Students acquire the ability to analyze, classify, explain and record spatial phenomena with increasing sophistication at each level. The study of history demands a truly international approach. It addresses a variety of cultures and times, and stresses their increasing interaction in our modern world. History within an international curriculum stresses the ability to analyze evidence, to use historical sources in a critical way, to detect bias, and to argue empathetically. Beyond factual knowledge, students are encouraged to develop the capacity to think and write historically and to enjoy and value the past for its own sake as well as a means by which to understand and appreciate the present.

Courses offered for the junior and senior years span the humanities and social sciences. An essential characteristic of these courses is that their subject matter is contestable and that their study requires students to tolerate some uncertainty. Studies of local situations and of global perspectives foster an appreciation of change and continuity as well as of similarity and difference. Students evaluate the major theories, concepts, and research findings of their respective disciplines and learn each discipline's methodology.

Middle Years Programme Courses

IB MYP World History Honors (required)

World History introduces students to the theories, themes, events, and characters that have shaped the history of humankind, particularly from prehistory until today. We will examine social, economic, cultural, and political histories from diverse global perspectives. Through our intensive exploration of multiple historical perspectives, students will complete this course with the depth and breadth of historical understanding required to make sense of our modern, complex world.

IB MYP US History & Government Honors (required)

United States History is a year-long course that strives to develop in each student an understanding of the outstanding individuals, evolutionary trends, and critical events which have shaped the destiny of our republic. This course will survey the progress of American civilization from 1865-Modern Day. Students will be taught to appreciate uncertainty in the quest for historical knowledge. In addition, students will be exposed to American history from a critical perspective, but also with an appreciation for the contributions and sacrifices of those who came before. *This course is offered as an Extended Honors course with an AP test option to recommended students. Extended course covers 1492-Modern Day.*

Humanities continued

IB MYP Economics Honors (elective) (1 credit, Honors, 10-12 grade) Economics Honors will examine the fundamental economic questions of the behavior of consumers, firms, and markets. Topics covered include supply and demand analysis, banking, economic performance indicators, and the global economy. The course will also focus on personal financial literacy focusing on budgeting and money management, credit, wise consumer choices, taxes, and employment.

Diploma Programme Courses

IB DP History SL/HL I & II

This course takes place over both the junior and the senior year. The requirements for Standard Level and Higher Level overlap to a large degree, though the HL places added emphasis on the regional option History of Europe, along with a degree of enhanced rigor. Both incorporate a World History prescribed subject and two world history topics. The IB emphasis on developing a tolerant, reflective, risk-taking, and culturally aware student exist strongly on both levels. Students are evaluated through external essay testing that takes place at the end of their senior year, along with an historical investigation that is graded internally. CDS assigns a course grade based on performance in the class.

IB DP Psychology SL/HL I & II

This course takes place over both the junior and the senior year. Students will develop a fundamental knowledge of Psychological Science as foundational to the application of critical thinking skills. Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals on cognitive, biological, socio-cultural levels. This will better prepare them to understand their own behavior and the behavior of others.

This course is offered with an AP test option to recommended students.

IB DP Global Politics SL/HL I & II

The global politics course helps students to understand abstract political concepts by grounding them in real world examples and case studies. The course also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

IB DP Business Management SL/HL I & II

The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity. The course encourages the appreciation of ethical concerns and issues of social responsibility in the global business environment. The Business Management course will contribute to students' development as critical and effective participants in local and world affairs.

Mathematics

Our goal at Carrollwood Day School is to provide mathematics instruction that will encourage students to become accurate, efficient, and adaptive problem solvers. It is our belief that the changes in technology will create an ever-changing world for the current and future generation of students. We can no longer predict and plan for the problems that these students will need to solve when they enter the workforce. Therefore, we must make sure that our students have the requisite knowledge, as well as the skills to apply this knowledge to a variety of circumstances that are known and unknown at the current time.

At the center of our mathematics instruction are authentic problem-solving opportunities that present a significant challenge. A mathematical problem may be a hands-on exploration of a mathematical concept, a multi-step objective, shorter problem with a singular answer, or looking for patterns or reasoning in arithmetic strategies. Students must have the chance to struggle with meaningful problems, discuss possible methods for solutions with their peers, conceive legitimate mathematical arguments, and place these hypotheses before a group of their peers who can provide constructive feedback.

The study of mathematics aims to deepen a student's understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language. Aims and objectives include understanding mathematical reasoning and processes, the ability to apply mathematics and to evaluate the significance of the results, the ability to develop flexible strategies for problems in which solutions are not obvious, and the acquisition of mathematical intuition. Students gain an appreciation that mathematics is a universal language with diverse applications and an understanding of how cultural, societal and historical influences from a variety of cultures have shaped mathematical thought.

Mathematics continued

Middle Years Programme Courses

IB MYP Algebra I

Prerequisite: Successful completion of Pre-Algebra

Algebra I is a course in which students learn the fundamentals of writing and solving algebraic equations and inequalities. Students are introduced to functions and learn foundational skills and vocabulary that will lead to success in future mathematics courses. In this course, students will be required to show knowledge and understanding of the skills, apply their knowledge to real-world contexts, communicate effectively using mathematics, and investigate patterns. The topics of this course include writing, solving, and graphing linear equations and inequalities, linear systems, absolute value equations, exponent laws and equations, radical operations and equations, and quadratic equations using factoring, completing the square, and the quadratic formula.

IB MYP Standard Geometry

Prerequisite: Successful completion of Algebra I

In Geometry, students will extend what they have learned in Algebra I and apply those skills to 2D and 3D figures. They will also gain experience with deductive reasoning skills. In this course, students will be required to show knowledge and understanding of the skills, apply their knowledge to real-world contexts, communicate effectively using mathematics, and investigate patterns. The course consists of six units: Coordinate Geometry, 2D and 3D Figures, Similarity and Congruence, Right Triangles and Trigonometry, Circles and Quadrilaterals, and Statistics and Probability.

IB MYP Extended Geometry

Prerequisite: Successful completion of IB MYP Algebra I Extended

In Geometry, students will extend what they have learned in Algebra I and apply those skills to 2D and 3D figures. They will also gain experience with deductive reasoning skills. This course is designed for students who wish to pursue further studies in math and this course will go deeper into each of the topics than the IB MYP Standard Geometry course. In this course, students will be required to show knowledge and understanding of the skills, apply their knowledge to real-world contexts, communicate effectively using mathematics, and investigate patterns. The course consists of six units: Coordinate Geometry, 2D and 3D Figures, Similarity and Congruence, Right Triangles and Trigonometry, Circles and Quadrilaterals, and Statistics and Probability.

IB MYP Standard Algebra II

Prerequisite: Successful completion of IB MYP Standard Geometry

In this course, students will build upon the skills learned in Algebra I and Geometry. Students will gain a strong understanding of functions in multiple forms in addition to learning the complex number system. In this course, students will be required to show knowledge and understanding of the skills, apply their knowledge to real-world contexts, communicate effectively using mathematics, and investigate patterns. The course consists of six units: Linear Functions, Quadratics and Modeling, Polynomials, Exponential and Logarithmic Functions, Rational Functions, and Trigonometry.

IB MYP Extended Algebra II

Prerequisite: Successful completion of IB MYP Geometry Extended

In this course, students will build upon the skills learned in Algebra I and Geometry. This course is designed for students who wish to pursue further studies in math and this course will go deeper into each of the topics than the IB MYP Standard Algebra II course. Students will gain a strong understanding of functions in multiple forms in addition to learning the complex number system. In this course, students will be required to show knowledge and understanding of the skills, apply their knowledge to real-world contexts, communicate effectively using mathematics, and investigate patterns. The course consists of six units: Linear Functions, Quadratics and Modeling, Polynomials, Exponential and Logarithmic Functions, Rational Functions, and Trigonometry.

IB MYP Extended Precalculus

Prerequisite: Successful completion of IB MYP Algebra II Extended

In this course, students will build upon the skills learned in Algebra II. Precalculus is designed to prepare students for the study of calculus and other advanced mathematical topics. This course builds upon algebraic and trigonometric concepts learned in previous courses, providing students with the necessary skills and understanding to tackle more complex mathematical problems in preparation for higher-level math. The course consists of six units: Functions and Matrices, Analytic Geometry and Trigonometry, Complex Numbers, Sequences and Series, Conic Sections, and Intro to Calculus.

Mathematics continued

11th and 12th Diploma Program and Non-IB classes

Courses in the Diploma Programme are completed over two years and are offered at Standard Level (SL) and Higher Level (HL). HL courses include approximately 240 instructional hours, while SL courses include 150 hours. Students must successfully complete IB MYP Algebra 2 (Standard or Extended) prior to enrolling. Students intending to take DP Analysis and Approaches HL must also complete IB MYP Extended Precalculus.

IB Mathematics: Analysis and Approaches (Grades 11 & 12) Higher Level & Standard Level

The course Mathematics: Analysis and Approaches is offered at both the **SL and HL levels**. The SL course is a subset of the HL course. It is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. This course covers 5 topics (number & algebra, functions, geometry & trigonometry, statistics & probability, calculus) with an emphasis on calculus. Students who take this course will be those who enjoy the thrill of mathematical problem-solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content. There is a mathematical exploration that is an individual piece of written work that involves investigating an area of mathematics.

IB Mathematics: Applications & Interpretations (Grades 11 & 12) Standard Level

The course Mathematics: Applications and Interpretations is offered only at the SL level at CDS. It is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. This course covers 5 topics (number & algebra, functions, geometry & trigonometry, statistics & probability, calculus) with an emphasis on statistics and modeling. Students who take this course will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, some economics, psychology, and design, for example. There is a mathematical exploration that is an individual piece of written work that involves investigating an area of mathematics.

Non-IB Math honors courses

Precalculus Honors

This one-year course caters to students with varied backgrounds and abilities that are IB Course Candidates or CDS graduates. It is designed to build

confidence and encourage an appreciation of mathematics in students. Topics covered include building linear and quadratic functions with mathematical modeling, polynomial & rational functions, financial compounding interest rates that use exponential & logarithmic functions, applications of trigonometry, and linear programming with systems of linear equations.

Statistics & Probability Honors

This one-year senior course is designed for IB Course Candidates and CDS graduates, supporting students with a range of backgrounds and abilities. It is designed to build confidence and encourage an appreciation of mathematics in students. **Statistics** topics include concepts of sampling techniques and bias, different visual display of data, measures of center and spread, correlation of a linear regression equation, normal distribution, and significance tests. There will be a project that statistically analyzes real-world data to summarize their learning in a concrete way. **Probability** topics include both hands-on experimental probability and theoretical probability. The students will use sample space and Venn diagrams to visually see all the possible outcomes as they learn to work with combined, conditional, and independent events.

Science

The mission of the science department at Carrollwood Day School is to provide the students with a body of knowledge and an understanding of the scientific approach to problem-solving. This is achieved by nurturing intellectual growth and developing the ability to apply knowledge and excel in practical and analytical skills, which prepare students to tackle challenging and fundamental real-world problems. Our dedication to our students combines rigorous academic study and the excitement of discovery through collaboration among the various disciplines. We strive to create among our students a passion to work creatively in order to develop a generation of scientists capable of making significant contributions to their society and the world.

The study of science aims to provide the student with both a body of knowledge and an understanding of the scientific approach to problem solving. This dual role makes science an important means to investigate and understand the natural world. The ability to formulate hypotheses, design and carry out strategies to test them, and evaluate results, constitutes the framework within which specific content is presented. Among other skills, the student is expected to use basic laboratory equipment safely and efficiently, to measure and make sensible estimates, and to use classification as a system for grouping and organizing. As with other areas of the curriculum, students are encouraged to relate the content of the classroom and laboratory to the realities of life as they develop critical thinking and problem-solving skills. .

Science continued

As well as providing a sustained, valuable academic experience, the science courses promote an awareness of the increasingly international context of scientific activity, its impact and limitations, as well as the constant evolution of scientific knowledge and understanding. Students are encouraged to consider science as a constantly evolving cooperative venture between individuals and among members of the international community, influenced by its social, economical, technological, political, ethical and cultural surroundings.

Middle Years Programme Courses

IB MYP Biology Honors

Biology is the study of life and consists of a range of concepts from intracellular structures and functions to ecological relationships and species impact on the environment. Throughout the course students will focus on the relationships between organisms, and academic disciplines. Classroom assignments and assessments will include cooperative group activities, research from a variety of sources including the Internet, web quests, laboratory experiments (both student and instructor designed), and traditional assessments (tests, quizzes).

IB MYP Chemistry Honors

Prerequisite: Algebra I

Basic principles and calculations of chemistry will be covered with emphasis in the areas of atomic structure, chemical bonding, molecular structure and properties; descriptive chemistry of the periodic table; acids, bases, and salts; equilibrium; thermodynamics; oxidation-reduction and kinetics. The laboratory is an introduction to quantitative analysis and the study of atomic and molecular structures. Resources used will include the Internet, PowerPoint presentations, and various projects to accent the covered topics. *This course is offered as an Extended Honor course for students interested in pursuing DP Chemistry.*

IB MYP Physics 10 Honors

Prerequisite: Geometry Extended

This course will cover the basic theories and research methods necessary for a strong foundation in physics. We will cover process of scientific inquiry and understanding the nature of science will be explored. Students will study motion and its causes, energy, fluids, thermodynamics, vibrations and waves, sound and light, electricity and magnetism, and modern physics. Clear emphasis will be made on graphing and mathematical reasoning skills. Students will be expected to apply their critical thinking skills and learn to develop scientific models based on their understanding of the natural world. *This course can be taken as Physics Honors by non-DP students in Grade 11.*

Diploma Programme Courses

Courses for the Diploma Programme are taken over two years and are offered at standard level (SL) and higher level (HL). HL courses represent 240 teaching hours; SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period.

IB DP Biology SL/HL I & II

Prerequisites: General biology and understanding of chemistry

Biology is the study of life and consists of a range of concepts from intracellular structures and functions to ecological relationships and species impact on the environment. Throughout the course, students will focus on the relationships between organisms and academic disciplines. During the Diploma Programme Biology course the students will gain an understanding of 1) the world they live in and their role/impact on the biosphere, 2) evolution and its impact on the past, present and future of the world biosphere, 3) the scientific method and how to utilize it in solving a variety of problems, 4) how questioning and curiosity leads to discovery and exploration, and 5) how to communicate and work in groups.

IB DP Physics SL/HL I & II

Prerequisite: Strong Algebra II skills

Physics is an approach to understanding the natural world through the use of mathematics and physical relationships. During the two year IB Physics program the students will develop skills used in understanding 1) the universe, from the smallest particles to the vast distances between galaxies, 2) mathematics, which is the language of physics, 3) the scientific method and how to utilize it in approaching and solving a variety of problems, 4) how questioning and curiosity leads to discovery and exploration, and 5) how to communicate and work in groups. Assessment of theoretical concepts will culminate at the end of the course in an exam format. The use of practical work by developing an appreciation of the hands-on nature of scientific work along with the benefits and limitations of scientific methodology will be assessed throughout the course.

Science continued

IB DP Chemistry SL/HL I & II

Prerequisite: Strong Algebra II skills & MYP Chemistry Extended

During the two-year IB Chemistry programme, the students will gain an understanding of 1) the world they live in and their role/impact on the environment; 2) how scientists work and communicate with each other; 3) the scientific method which involves formation, testing and modification of hypothesis through observation and measurement under the controlled conditions of an experiment; and 4) environmental and technological contexts. The course aims to raise awareness of the social, moral, and economic effects of science and a practical approach through experimental work.

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Throughout the course, students will focus on the physical, organic, environmental, and modern analytical chemistry.

IB DP Environmental Systems and Societies SL I & II

As a transdisciplinary subject, environmental systems and societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies). The prime intent of this course is 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 can be 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. This course is conducive to students evaluating the scientific, ethical and socio-political aspects of issues.

IB DP Physiology and Biomechanics SL/HL I & II

The newest science offered at CDS, Physiology and Biomechanics incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyze human performance. This course has strong international dimensions such as international sporting competition and the international bodies that regulate them. Ethical issues that exist within sporting competitions are considered. The comprehensive curriculum provides excellent preparation for university courses including those specifically related to Sport, Sports Science or Physical Education. This course will allow students to take the DP Sports, Exercise, & Health Sciences exams.

IB DP Computer Science SL/HL I & II

Prerequisite: Principles of Computer Science

The IB DP Computer Science SL/HL courses require an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved.

IB DP Design Technology SL/HL I & II

DP Design Technology aims to develop an enhanced understanding of design and the technological world. Inquiry and problem-solving are at the heart of the subject. This course requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. A solution can be defined as a model, prototype, product or system that students have developed independently.

Non-IB Science Honors Courses

Honors Anatomy & Physiology (11th and 12th grade)

Explore the organization of the human body and how it works. Acquire knowledge necessary to understand what the body is doing and how you can help the body cope with many different situations. Body systems will be studied in order to understand how their structure, location, and function allow for interaction with other parts of the body. Honors anatomy and physiology is an intensive study of the structure and function of the human body. This will include a review of introductory biology, cytology, histology, integumentary, skeletal, muscular, nervous, circulatory, and digestive systems and special senses. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

Fine Arts

The Fine Arts department's mission is to foster student development in areas such as critical and creative thinking, personal expression, cooperative learning, effective communication, cultural awareness, and community engagement. Through the study of a variety of mediums including: theater, music, visual arts, and film; we aim to educate students to understand, appreciate, and respect how artists from different cultures express themselves as well as aid in their understanding of themselves and the world in which they live.

Vision: Education in the fine arts is an integral part of the development of the individual student as well as our shared cultural heritage. The fine arts engage many areas of the brain and provide learners with life skills such as: creative thinking, problem solving, collaboration, communication, self-management, resiliency, and adaptability. Studies on art education have shown links to improvements in attention and literacy, motivation and academic performance, social skills and community cohesion, as well as self-esteem and overall personal satisfaction. The fine arts department aims to not only nurture the student's appreciation for the fine arts and their development as an artist but to cultivate the entire child.

The fine arts program's goal is to ensure all students:

- Learn an appreciation of the fine arts
- Learn to communicate and express themselves through the fine arts
- Learn to critically analyze, understand, and evaluate a work of fine art
- Learn to explore a work of fine art through its various contexts and make connections to other artists, works of fine art, and fine art-making techniques
- Learn the technical skills and creative process used to create a work of fine art
- Learn to work as artists both individually and collaboratively
- Learn to provide and receive constructive criticism and feedback on their own work and the work of others
- Learn to use the fine arts as a way to reflect on and impact the world around them

The arts encompasses visual arts and performing arts and is of particular interest in an international programme. From the earliest times, artistic expression has been common to all cultures as human beings make statements through a variety of non-verbal forms and create objects which are aesthetically pleasing. Beyond the barrier of languages, the discovery of the cultural values of civilizations through their artistic production is one of the best ways to promote international understanding. The coursework brings students into contact with the art forms and aesthetic values of other cultures as well as their own, and helps to develop perceptions between ideas and art.

Students are encouraged to identify particular creative abilities and to master techniques appropriate to that form of expression. In addition to developing the student's own imagination and skills, the program seeks to acquaint young people with the creations of men and women whose works have proven to be of enduring worth. The various art courses are designed to help the student become a developing artist, one who is able to assess the level of skill and target the areas that need development. It organizes learning around the creative cycle, a dynamic, ongoing process of sensing, planning, creating and evaluating art, and one in which all the senses are involved. This cycle involves creative energy, communication, interaction and reflection.

Middle Years Programme Courses

IB MYP Visual Arts: 2D

Visual Arts two-dimensional design class will provide a foundation in the fundamentals of pictorial design. The course addresses the elements and principles of design (line, color, shape, texture, space, form, value, unity, balance, variety, scale, proportion, rhythm, emphasis). Throughout the courses, students are presented with visual problems to solve through both teacher-directed and student-initiated exercises and projects, which include drawing, painting, and mixed media. Using a variety of traditional and non-traditional materials and methods, students are encouraged to develop their own concepts and techniques. Through their participation in these course students will acquire foundational skills; develop visual curiosity; analyze and research artists and works of art; experiment with techniques and methodologies; and communicate knowledge through written and verbal critiques. These courses are designed to equip the student to be more confident in the visual translation and personal expression of their ideas and concepts as well as develop their awareness and appreciation of art and its significance and function.

IB MYP Visual Arts: 3D

Art Visual Arts 3D is a three-dimensional design class that will introduce students to the fundamental sculptural processes of addition, subtraction, and substitution. The course is taught through a variety of hands-on exercises and projects in which the students are introduced to the concepts of form, positive and negative space, scale, proportion, visual weight, mass, transformation, texture, balance, movement, and color. Emphasis will be on the execution of successful idea generation, creative problem solving, and craftsmanship. In addition to introducing formal sculptural design strategies, the course will explore other issues in sculpture, such as material, process, site, context, aesthetics, function, and the relationship of an object to the viewer. Students will explore various sculptural methods, including paper fabrication, plaster construction, assemblage, and mold making.

Fine Arts continued

Through their participation in this course, students will acquire foundational skills; develop visual curiosity; analyze and research artists and works of art; experiment with techniques and methodologies; and communicate knowledge through written and verbal critiques. This course is designed to equip the student to be more confident in the visual translation and personal expression of their ideas and concepts as well as develop their awareness and appreciation of sculpture and its significance and function.

IB MYP Visual Arts Photography

The purpose of the Photography class is to provide the opportunity for students to develop their technical skills while fostering an artistic appreciation for the art of photography. The class projects will be tied to discussions of the history of photography as well as the use of photography in modern society. Students will learn a variety of photographic equipment, processes, and techniques, including compositional theory, how to use a DSLR camera, digital editing, and studio lighting and equipment. The emphasis of this course is for students to develop a concentration and a thematic body of work while expanding their knowledge of the materials and processes. Students will work independently, relying on critical thinking, problem-solving, and exploration to create their own expressive work.

IB MYP Digital Media Creation

Digital Media Creation (DMC) is a 1-credit art elective that focuses on giving students the skills to analyze and create digital media in a variety of formats and contexts. The class would allow students to understand what makes good media design and develop ideas based around and using good media. Students will develop podcasts, online content channels, video blogs, promotional videos, etc. They will learn digital marketing techniques and processes to create these items, as well as understand the ethical implications of sharing digital media content. Students will develop skills in the Adobe Creative Cloud suite, along with other industry video and audio hardware. Students will also be asked to create digital media content for school promotions and events.

IB MYP Drama

The progression of theater courses emphasizes the importance of working individually and as a member of an ensemble. Students are encouraged to develop the organizational and technical skills needed to express themselves creatively in theater. At the core of the theater program lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement, and imaginative synthesis-- all of which should be achieved through practical engagement in theater.

IB MYP Comprehensive Theatre

Prerequisite: Students must have taken a drama class. Comprehensive Theatre students will do advanced work in acting, directing, and set design, and will continue the study of theater with greater emphasis on the historical evolution and cultural contributions of theater, production styles, and performance. Production work will be required. Working on the production provides practical hands-on experiences in acting and stagecraft through the preparation and public performances of plays.

IB MYP Music (guitar, strings, piano)

IB MYP Music both reviews and builds on concepts explored in the previous years of the MYP and provides new music students an opportunity to develop an instrumental skill. Students can continue to study on string instruments, or start from the beginning on guitar or piano.

Students in MYP Music acquire knowledge and develop skills relating to the interpretation of notated sounds and isolated rhythmic patterns. This knowledge is used to create music through instrumental exploration and playing, both collaboratively and individually. MYP music is not principally a performance-based course, and serves both experienced musicians and students who would like to explore music but have little or no formal music study. MYP Music I and II lay a foundation of skills which can be developed in the DP Programme.

IB MYP Concert Band

IB MYP Concert Band develops musicians through ensemble performance of music from diverse global contexts and individual instrumental achievement. Students build on their previous knowledge, acquiring and demonstrating more advanced knowledge and skill. Musicians reflect, commenting and making connections about the context of music, practice methods, the organization of sounds, and combined rhythmic structures. IB MYP Concert Band is a performance-based course which serves to prepare musicians for the IB Music Diploma Programme.

Fine Arts continued

Diploma Programme Courses

IB DP Visual Arts SL/HL I & II

Visual Arts is an extensive two-year visual arts course for the motivated student who has a deep interest in art. Throughout the duration of the course, students will be required to keep an investigation workbook in addition to creating multiple art projects that embody a cohesive body of work. Students will be encouraged to make art that is both personally and aesthetically meaningful to them, while mastering skills and techniques of many different types of art media. As the art students become submerged in the Diploma Programme, they will focus on a theme or art medium that showcases their technical art skills and visual self-expression. Students will delve into this concentration to create imaginative, purposeful, high-quality pieces of artwork. Their artwork and ideas will evolve through investigation and experimentation. An art exhibition that demonstrates each student's growth and commitment will be completed at the culmination of the course.

IB DP Theater Arts SL/HL I & II

The program in Theater Arts aims to help students understand the nature of the theater; to understand it by making it as well as by studying it; to understand it not only with their minds but with their senses, their bodies and their emotions; to understand the forms it takes in cultures other than their own; and through this understanding better understand themselves, their society and their world. Students in this course engage in four areas of theatrical studies: 1) development of performance skills, 2) world theater studies, 3) practical play analysis, and 4) actual theater production. Higher-level students will also be required to complete an individual project.

IB DP Music SL/HL I & II

In this course, students and teachers engage in a journey of imagination and discovery through partnership and collaboration. Students develop and affirm their unique musical identities while expanding and refining their musicianship. Throughout the course, students are encouraged to explore music in varied and sometimes unfamiliar contexts. Additionally, by experimenting with music, students gain hands-on experience while honing musical skills. Through realizing and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose. As students develop as young musicians, the course challenges them to engage practically with music as researchers, performers and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.

Physical Education

We believe that physical education is a vital component for the development of a student's physical, mental, and social well-being. It is our mission to provide equal opportunity to our students through planned activities for physical development in the areas of strength, flexibility, coordination, endurance, balance, agility, range of motion, and power. Our diverse program will allow students the opportunity to develop individual skills and introduce new, enjoyable experiences for lifelong physical fitness and well-being. We will provide information for knowledge in proper exercise techniques and practices, as well as good nutritional habits.

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Middle Years Programme Courses

MYP Physical Education and Health I & II

IB MYP Physical Education and Health years 4 and 5 enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences

Electives

Strength and Conditioning (grades 11-12)

The objective of this Strength & Conditioning course is to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities, which will further promote a healthy and active lifestyle. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Students will also be taught proper warm-up and cool-down methods, exercise testing, spotting procedures, muscle groups, and proper exercise techniques. Students will design and participate in an individualized strength and conditioning program including resistance training and aerobic exercise. It is our goal that students will take what is learned in this class and use it for lifelong fitness programming.

Design

Middle Years Programme Courses

MYP Entrepreneurship: Design

Students develop their innovation and research skills within the structure of a modern shop class. They will research, plan, build, and evaluate prototypes they create using a combination of traditional and technology prototyping workshop tools. Additionally, students will become proficient with computer-aided design (CAD) software programs and tools. The course will be taught through a project-based, inquiry-driven teaching model where students will be engaged in real-world and personally meaningful design concepts.

MYP Entrepreneurship: Principles

Students develop entrepreneurial skills while engaging in the process of developing business concepts and plans they will pitch in various in-house and community challenges. They will work on collaborative and individual projects alike while developing an understanding of business plans, business communication methods, developing a pitch for investors, personal finance, financial markets, and marketing planning. Finally, they will develop and fully execute a class collaborative business on campus.

IB MYP Computer Science: Principles

Principles of Computer Science introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable curriculum that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. This course aligns with the AP Computer Science Principles exam and students may opt to take the AP exam.

IB MYP Computer Science: Artificial Intelligence & Cybersecurity

Students will start the year learning about a range of cybersecurity issues, ethical and technical, and hone skills to combat cybercrime and keep themselves and their data safe. They will also practice their skills and push their understanding in 'capture the flag' and 'cyber-defense' competitions. The second semester will be dedicated to building students' understanding of the practical applications of Artificial Intelligence (AI) and the methods used to build AI models. Students will move beyond foundational AI use cases to explore the tools, software, and algorithms that drive modern AI innovation. Through hands-on, project-based learning, students will build, train, and evaluate machine learning (ML) models while working with real-world datasets, circuits, sensors, and natural language processing (NLP).

IB MYP Engineering: Principles

Engineering Principles students investigate the history of Engineering and the different branches of Engineering. They also hone their understanding of the design process through the exploration of a variety of technology systems and processes. Students will improve upon the vital skills of teamwork, decision-making, troubleshooting, problem-solving, independent research, and career exploration, just to name a few. These skills allow learners to apply multiple intelligences in completing projects that have meaning and attain a sense of accomplishment.

IB DP Computer Science SL/HL I & II

Prerequisite: Principles of Computer Science

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Diploma Programme Required Courses

IB DP Theory of Knowledge I & II

The Theory of Knowledge course is the central interdisciplinary core around which the subject areas of the International Baccalaureate revolve. By exploring the knowledge systems of mathematics, natural sciences, human sciences, history, the arts, and ethics through the filters of emotion, reason, language, and depth, students and teachers learn to reflect critically on these essential human processes. The course challenges students to become aware of the complexity of knowledge and to acknowledge the need to act responsibly in a global society. This, in turn, reinforces the Creativity, Activity, and Service (CAS) components of the IB Diploma Programme.

Creativity, Activity, Service (CAS)

The creativity, activity, service (CAS) requirement takes the importance of life outside the world of scholarship seriously, providing a counterbalance to the academic self-absorption some students feel within a demanding school curriculum. Participation in CAS encourages students to share their energies and special talents while developing awareness, concern, and the ability to work cooperatively with others. The IBO's goal of educating the whole person and fostering more caring and socially responsible attitudes comes alive when students reach beyond themselves and their studies.

Extended Essay

All candidates in the IB Diploma Programme are required to submit an extended essay. The extended essay is an individual research project of about 4,000 words which allows students to investigate in detail a topic of special interest to them. This project acquaints students with the independent research and writing skills that are necessary and expected at the university level. The IBO recommends that students spend about 40 hours in total on the extended essay. Each student engaged in writing the extended essay will be supervised by a member of the faculty.

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1515 W. Bearss Avenue, Tampa, FL 33613
(813) 920-2288
www.CDSPatriots.org



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