

# **District of Columbia International School**

## **Course Catalog**

### **SY 2024-2025**

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*Not all courses will be offered every year. This catalogue is current as of July 2022.*

## High School Credits and Graduation

DCI's high school credit and graduation policies reflect our philosophy as well as adherence to DC law, DC Public Charter School Board policy, and the approach of the International Baccalaureate Organization. In effect, to earn a DC diploma, students must fulfill the obligations of DC law and, in most cases, either the structures of IB Diploma or Career Programmes.

To receive a DCI diploma, students must earn 24.0 credits (or Carnegie Units) as follows:

<b>Subject</b>	<b>Credits (Carnegie Units)</b>
<b>English</b>	4.0 credits
<b>Mathematics</b> (including Integrated Math 1, 2, and 3)	4.0 credits
<b>Science</b> (must include three lab sciences, including Biology)	4.0 credits
<b>Social Studies</b> (including 1.5 credits of US and DC History and Government, and 1.5 credits of World History )	4.0 credits
<b>World Language</b>	2.0 credits
<b>Art</b>	0.5 credits
<b>Music</b>	0.5 credits
<b>Health and Physical Education</b>	1.5 credits
<b>Electives</b>	3.5 credits
<b>Total</b>	<b>24.0 credits</b>

All students will satisfactorily complete the following to earn a DCI diploma unless the credit hours below are used for credit recovery:

1. MYP Personal Project (typically in 10<sup>th</sup> grade)
2. A class in Theory of Knowledge (ToK) or Personal and Professional Skills (PPS), typically in 11<sup>th</sup>/12<sup>th</sup> grade, which can count towards elective credits
3. The Creativity, Service, and Action Project or Career-related Program Service Requirement (in 11<sup>th</sup>/12<sup>th</sup> grade) which may include the 100 hours of required community service, that is also a requirement to graduate.
4. The Extended Essay or Reflective Project ( in 11<sup>th</sup>/12<sup>th</sup> grade)

For the IB Diploma Programme and the IB Career Programme, we will follow current rules of the IB Organisation. Please note that the IB Organisation makes final decisions as to awarding of IB diplomas and certificates.

A student with special needs who does not achieve a diploma shall be eligible to receive an Individual Educational Program (IEP) Certificate of Completion. The decision to pursue a program leading to an IEP Certificate of Completion shall be made by the IEP team including the parent(s) and where possible, the student. The decision shall be made no earlier than the ninth (9th) grade and shall be attached in writing to the student's IEP. We will comply with the requirements of the Individuals with Disabilities Education Act of 2004 and District law with regard to appropriate transition assessments. The LEA shall develop, publish, and maintain a uniform IEP Certificate of Completion policy establishing:

- (a) Minimum credit unit requirements in all of the following content areas:
  - (1) English Language Arts; **(4)**
  - (2) Mathematics; **(4)**
  - (3) Life Science/ Physical Science; and **(4)**
  - (4) History/ Social Studies. **(4)**
- (b) Requirements related to community service hours; **(25 hours)**
- (c) Requirements related to completion of the student's IEP goals, as determined by the IEP Team; and
- (d) Any other LEA requirements. **(DCI Community Project)**

## **Grading and Grade-Level Placement**

A final semester grade of 3 must be earned to achieve credit in a class graded on the 1-7 IB scale. Certain classes will be graded Pass/Fail, with Pass being the grade for high school credit.

Students may improve their grade and receive credit for a particular course, if previously failing, after the end of the academic year through additional work. The criteria for such improvement is at the discretion of the principal or chief academic officer. This policy does not change the Carnegie unit (hour) requirement or number of credits for a course.

Students must have at least 6 credits towards graduation to be considered a 10th grader; at least 12 credits, to be considered an 11th grader; and at least 18 credits to be considered a 12th grader.

## English

**English 9:** Through the study of a variety of text types and media, students in the MYP English 9 course build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. Students will explore perspective and historical context and will be empowered to use text to express their own identity. The curriculum for the course is linked explicitly to the Common Core Learning Standards and the IB MYP course expectations for literature and language and provides a foundation for students' high school experience as critical readers and writers. (1.0 credit)

**English 10:** MYP Language and Literature 10 seeks to develop students' ability to be knowledgeable, critical thinkers by integrating reading, writing, and discussion (listening & speaking) about a variety of literary texts and accompanied by instruction in grammar, writing, and literary terminology. Tenth grade Language and Literature aims for students to become knowledgeable in the characteristics of each of the major genres and how they work: novel, short story, poetry, nonfiction and drama. This course is designed to ensure that students develop a working familiarity with the genres, the literary devices and the language that they will encounter throughout their studies of language and literature in high school. Along with the study of language and literature, writing will be a primary focus of the course. Students will gain experience with creative and process-based writing. Skill building in grammar, mechanics, and vocabulary will continue each quarter and will be taught within the context of the writing and reading process through regular instructional units. Additionally, instruction centered around public speaking in various settings--group and individual--will be explored throughout the year. (1.0 credit)

**IB Diploma Higher Level/Standard Level Part I (English 11):** The first part of the International Baccalaureate Diploma Higher and Standard Language and Literature course. The Language A: language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. (1.0 credit)

**IB Diploma Higher Level/Standard Level Part II (English 12):** The second part of the International Baccalaureate Diploma Higher and Standard Language and Literature course. The Language A: language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. (1.0 credit)

## Mathematics

**Calculus 1:** An introductory course in calculus. (1.0 credit)

**Integrated Math 1:** This course, aligned to the Common Core State Standards, includes the following topics: Relationships Between Quantities and Reasoning with Equations and Their Graphs; Linear and Exponential Functions; Descriptive Statistics; and Congruence, Proof, and Constructions. It may be taken for credit starting in eighth grade. (1.0 credit.)

**Integrated Math 2:** This course, aligned to the Common Core State Standards, includes the following topics: Polynomial and Quadratic Expressions, Equations and Functions; Similarity, Proof, and Trigonometry; Connecting Algebra and Geometry through Coordinates; A Synthesis of Modeling with Equations and Functions; and Circles With or Without Coordinates. It may be taken for credit starting in eighth grade. (1.0 credit.)

**Integrated Math 3:** This course, aligned to the Common Core State Standards, includes the following topics: Polynomial, Rational, and Radical Relationships; Trigonometric Functions; Logarithmic Functions; and Inferences and Conclusions from Data. It may be taken for credit starting in eighth grade. For many students, this course will serve as the first part of International Baccalaureate Math Studies SL. (1.0 credit.)

**International Baccalaureate Math Approaches and Interpretations (SL and HL):** DP Math Applications and Interpretations (“AI”) is designed for students who enjoy describing the real world and solving practical problems using mathematics, and for those who are interested in the more practical side of mathematics. The course will develop student mathematical knowledge, understanding and skills in describing our world, modelling and solving practical problems using the power of technology. Students who take Mathematics: Applications and Interpretation will largely inquire into mathematics seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design.

**International Baccalaureate Diploma Math Applications and Analysis (SL and HL):** DP Math Applications and Analysis (or DP Math “AA”) is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. The course will develop student mathematics knowledge, understanding and skills to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. Students will explore real and abstract applications, sometimes with technology, and will inquire into mathematical problem solving and generalization. This subject is

aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example.

More information about Math Analysis and Approaches can be found [here](#)

**Part B:** This course covers the same content at the above referenced IM1 and IM2 classes. The class is split into a Part A section that covers the described content and a Part B section that focuses on remediating students' mathematical skills deficits. Students will earn 1.0 credits for math for Part A and 1.0 elective credits for Part B.



## Integrated Sciences

**MYP Conceptual Physics:** This International Baccalaureate Middle Years Programme course is aligned to the Next Generation Science Standards. Students learn physics through a conceptual approach. Major topics include forces, motions, energy transformation, momentum, and waves. (1.0 credit)\*

**MYP Biology:** MYP Biology is an inquiry based course that explores a variety of life science topics and develops skills needed to solve complex problems in science. This course is aligned to the Next Generation Science Standards and prepares students for the DC Science Assessment in High School Biology. MYP Biology provides a solid foundation for students pursuing DP Biology, at both Standard and Higher level. (1.0 credit)

**MYP Chemistry:** MYP Chemistry is an inquiry-centered course that allows students to build a better synthesis of the universal laws and concepts that were first introduced in Physics, and will be the foundation of their learning in DP Biology. Students will construct their own investigations to explain microscopic and atomic phenomena, and develop the rigorous laboratory and analytical skills that are necessary for success as critically thinking citizens in the 21st century. Topics include atomic theory, periodicity, bonding, stoichiometry, and kinetics. (1.0 credit)

**DP Biology SL:** SL DP Biology is a two year course that covers the cell, molecular biology, protein synthesis, genetics, ecology, and evolution. The topics allow students to build a strong foundation of understanding in the life sciences by first focusing on detailed cell processes that are a the core of biological concepts. A major goal of the course is for students to be empowered with the scientific knowledge and skills necessary to meet the challenges of the future. Laboratory skills are an essential part of the IB biology course. Planning investigations, comprehensive data analysis and presentation of results make up the internal assessment of this course. (1.0 credit per year)

**DP Biology HL:** HL DP Biology is a two year course that covers the cell, molecular biology, protein synthesis, genetics, ecology, and evolution. The topics allow students to build a strong foundation of understanding in the life sciences by first focusing on detailed cell processes that are a the core of biological concepts. A major goal of the course is for students to be empowered with the scientific knowledge and skills necessary to meet the challenges of the future. Laboratory skills are an essential part of the IB biology course. Planning investigations, comprehensive data analysis and presentation of results make up the internal assessment of this course. (1.0 credit per year)

**DP Physics SL:** SL DP Physics is a two-year course that explains the fundamentals of the universe itself, from the very smallest particles to the vast distances between galaxies. Specific content includes, motion, forces, electricity and magnetism, energy, and nuclear physics. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Planning investigations, comprehensive data analysis and presentation of results make up the internal assessment of this course. (1.0 credit per year)

**DP Physics HL:** HL DP Physics is a two-year course that explains the fundamentals of the universe itself, from the very smallest particles to the vast distances between galaxies. The course content is everything covered in DP Physics SL, plus additional topics: advanced waves, electromagnetic induction, relativity, engineering physics, and optics. Planning investigations, comprehensive data analysis and presentation of results make up the internal assessment of this course. (1.0 credit per year)

**DP Chemistry SL:** SL DP chemistry is a two-year course that focuses on matter and energy. Specific content includes the structure of atoms and molecules, acids and bases, oxidation and reduction, chemical reactions, and the structure of matter more generally. Planning investigations, comprehensive data analysis and presentation of results make up the internal assessment of this course. (1.0 credit per year)

**Sports, Exercise, and Health Science:** An International Baccalaureate Diploma course. (1.0 credit)

**Environmental Systems and Societies:** Through studying environmental systems and societies (ES&S) students will be provided 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. The teaching approach is such that students are allowed to evaluate the scientific, ethical and socio-political aspects of issues. (1.0 credit)

## **Social Studies (Individuals and Societies)**

### **World History I**

This class offers an in-depth analysis of world history through the development of the ancient world and into the 19<sup>th</sup> century. The course is designed to enable students to explore what is happening in various regions at various times. Similarly, it is designed to enable students to see the development of certain themes through history. Such themes include human/environment interaction, the development of cultures and religions, the development of political and economic systems, interaction and exchange, movement of people and goods, justice and human rights, and change. At the course's completion, students will develop research and analytical skills while gaining knowledge. Further, students are encouraged to evaluate information and sources to formulate opinions and make judgments to establish a greater understanding of the world. The class will use the Big History Project curriculum as resource. (1.0 credit)

### **DC History**

As a DC graduation requirement, students will develop a deeper understanding of the city and how it has developed over the course of time offering students the ability to actively engage with their communities. This course will cover topics including the planning and founding of Washington D.C. as the nation's capital and its history from its founding to the present. Students will continue to build the skills of analytical essay writing and distinguishing between primary and secondary sources using origin, purpose, content, value, and limitations. This course can be taught through the textbook *City of Magnificent Intentions* which is a commonly used text in D.C. (0.5 credit)

### **US Government**

The second semester of the 10th grade year will be dedicated to understanding U.S. civics and government. In this course, students will take a deeper dive into documents and functions of government. The course will consider America's identity, commitment to its founding ideas, and what has created change in the United States. Students will be required to read rigorous texts, actively engage in class discussions, and perform writing and research tasks as we prepare scholars for our Career and Diploma Programs. Research is a specific emphasis of this class. The suggested text is the high school addition of *We The People*. (0.5 credit)

**IB DP History HL I: The Americas:** Part I of an International Baccalaureate Diploma HL course. Counts as year two of DP World History. Students learn about Emergence of the Americas in Global Affairs (1880-1929), the Second World War and the Americas, and Civil Rights in America. Throughout the year, students will engage with primary and secondary sources and be given assessments that will prepare them for their External Assessments.

Students will become comfortable identifying sources, and will be able to discuss the origin, purpose, content, value, and limitations of these sources. Students will also critically analyze secondary sources, in order to not only summarize, but also question such material. Students will work on analytical writing before sitting the DP World History HL exam. (1.0 credit)

**IB DP History HL II: Twentieth Century World Topics:** Part II of an International Baccalaureate Diploma HL course. May count as a one-year Standard Level or the first year of a Higher Level course. The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past. (1.0 credit)

**IB DP History SL I: The Americas and the World:** Part I of an International Baccalaureate Diploma course. In part one of this course, students will take an extended look at the United States and its involvement on a global stage. In the first half of the course, students will complete a case study on Rights and Protest looking at the Civil Rights Movement in the United States and Apartheid in South Africa. In the second half of the course, students will examine Causes and Effects of 20th Century Wars and the role of the United States in global crises. Students will become comfortable identifying sources and will be able to discuss the origin, purpose, content, value, and limitations of these sources. Students will also critically analyze secondary sources, in order to not only summarize, but also question such material. Students will work on analytical writing before sitting the DP World History SL exam in their senior year. (1.0 Credit- US History)

**IB DP History SL II: Twentieth Century World Topics:** Part II of an International Baccalaureate Diploma Course. In this course, students will take a look at international global crises and the participation of the United States. Specific topics addressed include the Cold War and Authoritarian States. The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past. Students will sit the DP World History SL exam at the end of this course. (1.0 Credit- World History)

**IB DP Global Politics SL:** An International Baccalaureate Diploma course that explores fundamental political concepts such as power, liberty and equality, in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local,

national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and 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. (1.0 credits)

**IB DP Psychology SL/HL:** An International Baccalaureate Diploma course at the Standard Level or Higher Level. The IB Diploma Programme psychology course is the systematic study of behaviour and mental processes. Since the psychology course examines the interaction of biological, cognitive and sociocultural influences on human behaviour, it is well placed in group 3, individuals and societies. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behaviour.

The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behaviour and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course.

**IB DP Economics:** An International Baccalaureate Diploma course at the Standard Level or Higher Level. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a dynamic social science, economics uses scientific methodologies that include quantitative and qualitative elements. The course emphasizes the economic theories of *microeconomics*, which deal with economic variables affecting individuals, firms and markets, and the economic theories of *macroeconomics*, which deal with economic variables affecting countries, governments and societies.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world. At both standard level and higher level, candidates are required to study four topics: microeconomics, macroeconomics, international economics and development economics with some subtopics within these reserved solely for higher level. These sections are assessed by two examinations at standard level and three examinations at higher level. In addition to the examinations, candidates must submit an internal

assessment. Both standard level and higher level economics students must produce a portfolio of three commentaries based on articles from published news media.

**IB DP Philosophy:** The emphasis of the Diploma Programme philosophy course is on “doing philosophy”, that is, on actively engaging students in philosophical activity. The course is focused on stimulating students’ intellectual curiosity and encouraging them to examine both their own perspectives and those of others. Students are challenged to develop their own philosophical voice and to grow into independent thinkers, in addition to engaging with some of the world’s most interesting and influential thinkers. The course also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues.

All students study a core theme entitled “Being Human”. This theme provides an opportunity to explore the fundamental question of what it is to be human. This exploration takes place through a discussion of key concepts such as identity, freedom, and human nature, and through a consideration of questions such as what sets humans apart from other species, where the boundaries of being human lie, and whether animals or machines could be considered persons. Students also develop their skills through the study of other philosophical themes and the close reading of a philosophical text. They also learn to apply their philosophical knowledge and skills to real-life situations and to explore how non-philosophical material can be treated in a philosophical way. HL students also engage in a deeper exploration of the nature of philosophy itself.

## World Languages

**Chinese 1-8.** *Formerly HS Chinese 1 and HS Chinese 2.* Each of these courses may be taken for credit starting in 8th grade\*. (1.0 credit)

**French 1-8.** *Formerly HS French.* Each of these courses may be taken for credit starting in 8th grade\*. (1.0 credit)

**Spanish 1-8.** *Formerly HS Spanish 1 and HS Spanish 2.* Each of these courses may be taken for credit starting in 8th grade\*. (1.0 credit)

**International Baccalaureate Diploma Chinese, French, and Spanish Standard-Level Part 1 and Part 2.** For eleventh and twelfth graders only. (1.0 credit each.)

**International Baccalaureate Diploma Chinese Higher-Level Chinese, French, and Spanish Part 1 and Part 2.** For eleventh and twelfth graders only. (1.0 credit each.)

**International Baccalaureate Diploma Studies in Chinese, French, and Spanish Language and Literature Standard-Level Part, 1 and Part 2.** For eleventh and twelfth graders only. (1.0 credit each.)

**Independent Study.** At the discretion of the principal or chief academic officer, DCI may offer credit for independent or out-of-school study of languages that DCI does not offer. Such courses will be listed as on the transcript, for example, Independent Study in Russian, with the director of language learning as the teacher of record. (0.5 or 1.0 credits depending on quantity of study)

\*To receive a credit for language in the 8th grade, students must receive a final grade of 4 or higher.



## Arts and Music

**MYP Visual Arts in English** is a high school visual arts course. Students continue to explore the MYP global contexts through studio projects while also learning about Art History, Appreciation and Criticism. Emphasis in this course is on art-making forms and students learn about a variety of media, techniques, and processes including drawing from observation, imagination, and memory, painting, sculpture, and mixed media. Students also learn to respond to artwork (their own and that of others) in more complex ways, through structured critiques, discussions, written artist statements, and reflections. Units of inquiry include: Aesthetics, Creativity and the Fundamentals of Art; Identity: You, Me, We; Art for Change; Communities: Art without Borders; and eARTh. (0.5 credit)

**MYP Visual Arts in French** is a high school visual arts course taught in French. Students continue to explore the MYP global contexts through studio projects while also learning about Art History, Appreciation and Criticism as they study the arts, crafts, and architecture of the francophone world. Emphasis in this course is on art-making forms and students learn about a variety of media, techniques, and processes as they prepare for the DP visual Arts course, including drawing from observation and imagination, painting, sculpture, and mixed media. Students also learn to respond to artwork (their own and that of others) in more complex ways, through structured critiques, discussions, written artist statements, and reflections. Units of inquiry include: Aesthetics, Creativity and the Fundamentals of Art; Identity: You, Me, We; Art for Change; Communities: Art without Borders; and eARTh.

**MYP Visual Arts in Spanish** is a high school visual arts course taught in Spanish. Students continue to explore the MYP global contexts through studio projects while also learning about Art History, Appreciation and Criticism as they study the arts, crafts, and architecture of the francophone world. Emphasis in this course is on art-making forms and students learn about a variety of media, techniques, and processes as they prepare for the DP visual Arts course, including drawing from observation and imagination, painting, sculpture, and mixed media. Students also learn to respond to artwork (their own and that of others) in more complex ways, through structured critiques, discussions, written artist statements, and reflections. Units of inquiry include: Aesthetics, Creativity and the Fundamentals of Art; Identity: You, Me, We; Art for Change; Communities: Art without Borders; and eARTh.

**MYP5 Music in Chinese 9/10** is a performance-based Music class. The Music in Chinese class is conducted by the teacher in Chinese. Students are trained in music reading skill, sight singing, ear training, music appreciation and interpretation. Student will explore world cultures through language, rhythm, rhyming, and harmony, among others. Performances can include solo, group singing, composing music and piano. Units include Music Elements, Music Genre, Music History and Culture, Music administration, exploring copyright and media piracy and live performance.



**MYP5 Music in English 9/10** is a performance-based Music class. The Music in English class is conducted by the teacher in English. Students are trained in music reading skill, sight singing, ear training, music appreciation and interpretation. Students explore world cultures through language, rhythm, rhyming, harmony, among others. Performances can include solo, group singing, composing music and piano. Units include Music Elements, Music Genre, Music History and Culture, Music administration, exploring copyright and media piracy and live performance.

**Art and Film in Spanish:** High School Art and Film is a survey art course that blends history and practice, and it is designed to provide students with a meaningful foundation to succeed in the IB level courses in Visual Arts and Film. The course aims to engage students to develop skills specific in the disciplines of drawing, painting, sculpture, graffiti, photography, design, new and mixed media, and short-form filmmaking. Throughout the year, students will create and present art, understand the relationships between art and its contexts, respond to and reflect on art, and engage in a process of creative exploration and (self-)discovery to deepen their understanding of the world. (0.5 credits)

**IB Visual Arts SL/HL** is a Diploma Program course offered at the Higher and Standard Levels. This course prepares students for life-long enjoyment in Visual Arts as well as post-secondary Visual Arts study. During this two-year studio-based course, students develop a coherent body of art work to exhibit toward the end of year 2, exploring numerous media, techniques, across at least two art-making forms. In addition to the Exhibit (an Internal Assessment moderated by the IBO), students complete two External Assessments: the Comparative Study, which requires students to research and compare three artworks, artifacts or objects by two different artists from different cultural contexts, and the Process Portfolio, which is a visual and textual digital document that summarizes their learning and progress throughout the course. In year 1, units of inquiry include: Start with the End in Mind; Foundations; Art and Ethics; Sights and Sites; Art and Globalization; and End with the Start in Mind. In year 2, students embark more independently (with support from their instructor) on their proposed path of creativity (begun in year 1) with emphasis on resolving artwork for the Exhibit, curatorial considerations, and documentation of their creative processes and products. (1.0 credits)

**IB Music SL/HL** is a Diploma Program course offered at the Higher and Standard Levels. This course prepares students for higher level music production

**IB Film SL/HL:** An International Baccalaureate Diploma course developed for 11th and 12th graders at the High and Standard Levels. The DP Film studies course, over a period of two years, prepares students to become proficient interpreters and makers of filmic texts, and thus, develop individuals who appreciate the artistic, cultural, historical and global perspectives represented in the cinema. During year 1, students engage in the study and analysis of film texts; during year 2, students develop practical skills through production exercises. Areas of study include, Year 1: Intro to Film Studies: Cinema and Filmmaking,

Film Theory and History, Understanding Film Genres and Narrative Analysis, Scriptwriting; Year 2: Introduction to Film: Exploring Film Elements (directing, cinematography, editing, mise-en-scene, sound), Narrative Filmmaking, and Documentary Filmmaking. Students will be encouraged to harness imagination, experiment, create films, and to explore their passions to formulate ideas about themselves and those around them. Moreover, the DP Film course focuses on the need for student creative innovation, in order to acquire, develop, and put into practice critical thinking, reflective analysis and imaginative synthesis skills that can only be achieved through practical engagement in the art, craft and study of film. (1.0 credits)

**MYP5 Social Justice & Art (ELEC3):** The MYP5 Social Justice & Arts course encourages students to continue to explore the MYP global contexts through a variety of art making forms, media, and techniques. Students will continue to build on studio practices, art theory, and art history studied in their middle school course(s), but will also explore the connections between Art & Social Justice. Additionally, students will hone their Approaches To Learning skills, in preparation for the rigour of the Diploma and Career-related Programmes. (0.5 credits)

## Health and Physical Education

**HS Health and PE:** A course that includes both topics in health education and physical activity. (0.5 credits)

**HS Health and PE: Fitness:** A course that includes both topics in health education and physical activity focused on full-body fitness. (0.5 credits)

**HS Health and PE: Team Games:** A course that includes both topics in health education and physical activity focused on team games. (0.5 credits)

**HS Health and PE: Yoga:** A course that includes both topics in health education and physical activity focused on yoga. (0.5 credits)

Satisfactory participation in an interscholastic sport will, in most cases, earn 0.5 Health and Physical Education credits. The credit will be listed on the transcript with the name of the sport as the class and the name of the head coach as the teacher of record. No student may count more than 1.0 credits of interscholastic sports towards either the Health and Physical Education requirement or overall graduation requirements.

Satisfactory participation in an extracurricular physical activity, such as performance dance, competitive martial arts, a non-interscholastic sport at DCI, or a sport at another school can earn 0.5 Health and Physical Education credits per 90 hours of activity. The activity must have a performance or competitive aspect and/or be coached. Permission for these credits will be granted by the Health and Physical Education subject coordinator. The credit will be listed on the transcript as Health and PE Independent Study, with the subject coordinator as the teacher of record. No student may count more than 1.0 credits of extracurricular physical activities towards either the Health and Physical Education requirement or overall graduation requirements.

## Electives/IB CORE

**Personal Project and Development:** A course that focuses on academic, study, and other skills in preparation for college, as well as the International Baccalaureate Middle Years Personal Project. (1.0 credit)

**Personal and Professional Skills:** Personal and Professional Skills is a course that aims to support students in developing practical life and career-related skills. Students develop responsibility, practical problem-solving, good intellectual habits, ethical understandings, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world. They prepare for internships and also write their Reflective Project, and essay about an ethical issue in the workplace, in this class. (1.0 Credit)

**China Yesterday and Today:** Students examine the impact of Chinese history and philosophy on today's world. Taught in Chinese. (0.5 credits)

**Math Support:** Offers additional support with grade-level mathematics. May be taken more than once, although not concurrently. (0.5 credits per semester)

**Reading:** Offers additional support with grade-level reading. May be taken more than once, although not concurrently. (0.5 credits per semester)

**Student-Led Inquiry:** An elective course centered around the student proposing a course of inquiry, devising regular benchmark projects along the way to show progress and a capstone project at the end to show growth. Students also complete a process journal logging what they are learning, how they are learning it, their strengths, challenges, goals for next session, and possible transfer of knowledge and skills in the real world at the end of SLI each session. (0.5 credits per semester)

**DP/CP Study Hall:** Offers additional support with study skills and academic needs. May be taken more than once, although not concurrently. (No credit)

**Topics in Francophone Culture.** Students will use graphic novels to study a wide variety of issues in worldwide French-speaking cultures. Taught in French. (0.5 credits)

**Writing:** Offers additional support with grade-level writing. May be taken more than once, although not concurrently. (0.5 credits)

**Theater and Movies in (Spanish/Chinese/French)** - Through the study, analysis, and production of visual, written and spoken texts, the theater and film art course helps students develop critical thinking skills, appreciation of different artistic, cultural, historical and global perspectives in theater and film, and receptive and productive skills in the target language. (0.5 credits)

**Jazz History:** This course would explore several genres of music associated with Black Americans, to include must not be limited to Classical, Jazz, Hip-Hop, Soul and Funk, R&B. (0.5 credits)

**Financial Literacy:** Financial literacy is the possession of skills that allows people to make smart decisions with their money. And don't be misled by the word literacy. Although understanding stats and facts about money is great, no one has truly grasped financial literacy until they can regularly do the right things with money that lead to the right financial outcomes. When you have this skill set, you're able to understand the major financial issues most people face: emergencies, debts, investments and beyond. Financially literate people know their way around a budget, know how to use sinking funds, and know the difference between a 401(k) and a 529 plan. (0.5 credits)

**Advanced Writing:** This course would enable students to explore creative writing in various genres, expanding on the analytical writing that is taught in English class. (0.5 credits)

**Argumentative Writing:** This course would expand upon the argumentative writing structures that students learn in 8th grade and will need to use for the CP Reflective Project. (0.5 credits)

**Criminology:** Teach theories developed from biology, psychology, and sociology to understand why individuals commit crimes and factors regarding crime control and prevention. (0.5 credits)

**Writing Studio:** Course designed to promote students to care for each other academically. Students who take writing studio will have needed to do well in past English classes. Students will be able to submit their assignments to the writing studio for feedback, with the teacher providing feedback for the feedback. (0.5 credits)

**Family and Consumer Science:** Students will learn basic life skills along with cooking, and learning about personal finance. (0.5 credits)

**Marine Biology:** Marine Science of Hawai'i is an inquiry based semester course. Students will develop an understanding of the relationship between anthropogenic impacts and coastal ecosystem productivity. (0.5 credits)

**SAT / ACT Prep:** For 10th graders, one semester of math / science and one semester of english to prepare for the SAT / ACT. Would need two sections so the English teacher and Math teacher could switch students after 1st semester. (0.5 credits)

**Financial Literacy:** The aim is to help students understand the impact of individual choices on occupational goals and future earnings potential. Students can gain a basic understanding of budgeting, investing, loans, taxes, and credit cards. (0.5 credits)

## IT Academy

**Computer Science 1:** An introduction to computer programming in Javascript, as well as other topics. The course serves as one of the 4 credits needed to earn NAFTrack career-certification in the IT Academy. (0.5 credit)

**Computer Science 2:** Programming in Python, as well as other topics. The course serves as one of the 4 credits needed to earn NAFTrack career-certification in the IT Academy. (0.5 credit)

**AP Computer Science Principles:** A college-level programming class focused on general programming principles, accessible to any student with solid mathematical and logical thinking background skills. The course earns two of the four credits needed to earn NAFTrack career-certification in the IT Academy (1.0 credit).

**AP Computer Science Java:** A college-level programming class focused on the Java programming language; DCI's highest-level programming course. The course earns two of the four credits needed to earn NAFTrack career-certification in the IT Academy. (1.0 credit)

**Principles of IT (NAF 1):** A college-level class that provides an overview of information technology and introduces students to the basics of hardware and software. Students examine hardware components including peripherals, connectors, and memory. Students explore common operating systems, software applications, and programming languages. Students learn about types of networks and network topology, and they set up an email client/server connection. Students also consider contemporary issues such as security, privacy, and technological inequality. Finally, students explore career opportunities in IT. This course earns one of four credits needed to earn NAFTrack career certification in hardware-software engineering. (0.5 credit)

**Computer Systems (NAF 2):** Computer Systems walks students through the intricacies of setting up hardware, installing software, connecting to a network, and connecting to the Internet. Students get hands-on practice upgrading operating systems. They get practice assembling and disassembling computer hardware including peripherals, motherboards, FRUs, and connectors. Students also learn troubleshooting techniques. Finally, students get a chance to explore careers for computer systems professionals. This course earns one of four credits needed to earn NAFTrack career certification in the IT Academy (0.5 credit)

**CompTia A+:** An IT certification course covering PC hardware and peripherals, mobile device hardware, networking and troubleshooting hardware and network connectivity issues. This course earns two of four credits needed to earn NAFTrack career certification in the IT Academy(1.0 credit)

**Digital Media (NAF 4):** The digital media course covers the fundamentals of graphic design and digital art production. This course earns one of four credits needed to earn NAFTrack career certification in the IT Academy (0.5 credit)

**Digital Video Production (NAF 5):** The digital video production course covers the fundamentals of the technical skills of video production, including editing, composition, and technical manipulation of film.. This course earns one of four credits needed to earn NAFTrack career certification in the IT Academy. (0.5 credit)

**Advanced Digital Video Production:** This course extends the skill set from Digital Video Production, focused on producing fuller-length documentary and other types of films. The course is led in partnership with PBS Student Reporting Labs, in which students produce full length news media stories about issues important to them. This course earns two of four credits needed to earn NAFTrack career certification in the IT Academy(1.0 credit)

**Additional courses beyond the graduation requirement in other subject areas may be counted as elective credits.**

## **Independent Study and Online Courses, and Credits from Other Schools**

Credit for an independent study equivalent to any course may be granted by the principal or chief academic officer. A DCI faculty member will be the teacher of record for independent studies. These will be marked on the transcript as, for instance, “English 9 - . Independent Study.” The same will be true for online courses.

Credits from other schools and programs will be reviewed and applied on a case-by-case basis, with the principal or chief academic officer having final decision. These will be noted on the transcript as, for instance, “English 9 - DC Public High School.”



## Credit Recovery Policy

As defined by the Public Charter School Board, credit recovery is "a course of study and assessments, the successful completion of which enables a student who has previously taken and failed a high school subject course to earn credit for that course."

At DCI, high school students are eligible for credit recovery, at the discretion of the principal, if they have completed the Carnegie Unit (hour) requirements for a course but have not achieved a final grade of 3 or higher (or Pass for a Pass/Fail course). Our credit recovery policy is based on successful completion of the course. Students will receive a grade of pass/fail for any course taken in credit recovery. The original grade will remain on the transcript, along with a credit recovery course code that has the updated pass/fail grade.

Instead of credit recovery, students may be required to retake a full course. This is at the discretion of the principal.

## Course Equivalencies

DCI Course	Acceptable Equivalent
Integrated Math 1	Algebra 1
Integrated Math 2	Geometry
Integrated Math 3 or DP Math Studies	Algebra II
World History	World History 1 or 2
US and DC History and Government I - III	United States History United States Government District of Columbia History