



WILLIAMSBURG CHRISTIAN ACADEMY

Teaching Them to Fly

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IB CONTINUUM

COURSE CATALOGUE

SY 2023-2024



WILLIAMSBURG CHRISTIAN ACADEMY

2023-2024 COURSE CATALOGUE

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2023-2024 COURSE CATALOGUE

Williamsburg Christian Academy's curriculum encompasses our school culture and instructional philosophy. It provides students with experiences and skills that prepare them to be informed, inquisitive and empowered members of society. Students grow as lifelong learners and learn to work constructively with diverse groups of people towards a common goal, which is defined biblically in Ecclesiastes 4: 9-10; Proverbs 27:17; 1 Corinthians 1:10; and Ephesians 4:16.

Williamsburg Christian Academy has woven its academic program into seven transdisciplinary pillars that are designed to challenge students intellectually and equip them with skills and self-adjustment tools that will last a lifetime:

- 1 Developing A Christ-Centered Walk:** At Williamsburg Christian Academy, students examine the teachings and life of Christ daily. In addition to daily biblical immersion, WCA's faculty disciple students spiritually so that they represent the love of Christ in every aspect of their daily lives. Williamsburg Christian Academy's student discipleship program includes instruction on how to read the Bible, cultivate a praise and worship rhythm to the Lord, and participate in daily prayer and group devotionals. Williamsburg Christian Academy guides young people to know and live scripture so that they may grow into evangelical ambassadors of the kingdom of Christ. Jesus says, in John 12:32, "And I, if I be lifted up from the earth, will draw all men unto me."

The remaining six pillars of Williamsburg Christian Academy's academic program reflect the spirit of excellence defined in **2 Corinthians 8:7**:

"But as you excel in everything—in faith, in speech, in knowledge, and in all eagerness and in the love from us that is in you—make sure that you excel in this act of kindness too. (New English Translation). The academic program vertically aligns under our Lord and Savior, Jesus Christ.

By His grace, Williamsburg Christian Academy students grow to be knowledgeable, confident, reflective, aware, and compassionate servant-leaders of our world and its inhabitants.

- 2 Communication:** Every aspect of one's life, young or old, demands effective communication. At Williamsburg Christian Academy, students cultivate written and verbal communication skills so that they may be able to thrive in any environment for the remainder of their lives.

Christ's example of master communication provides the structure for this vital life skill. Christ persuaded, corrected, inspired, rebuked, illustrated, questioned, and encouraged as a communicator. Students follow His style of communication through daily verbal and written practice. Whether through use of debate, research, class simulation, individual and group projects, or email etiquette lessons, Williamsburg Christian Academy students work to develop the skills they will need throughout their academic tenures and life.

- 3 **Stewardship:** Christian stewardship extends to our neighbor, our environment, and all resources that the Lord has provided:

Stewardship of Humanity: In Mark 12:31, we are commanded to “love thy neighbor as thyself.” WCA’s service-learning program symbolizes Christ’s love for mankind.

Stewardship of the Earth: Genesis 2:15 “The Lord God took the man and placed him in the orchard in Eden to care for it and maintain it.” Environmental Science and Sustainability electives promote care for our habitat.

Stewardship of Finances and Resources: Proverbs 27:23-24 “Pay careful attention to the condition of your flocks, give careful attention to your herds, for riches do not last forever, nor does a crown last from generation to generation.” Hands-on financial literacy electives prepare students to live responsibly as adults.

- 4 **Wellness:** 1 Corinthians 3:16 “Do you not know that you are God’s temple and that God’s Spirit lives in you?” Mental and physical wellness is a key component to student academic success and service to the Lord. Wellness offerings include the performing arts, athletics, physical education, and nutrition life preparation electives.

- 5 **Respect:** Romans 12:10 “Love one another with brotherly affection. Outdo one another in showing honor.” ESV. Honoring the dignity of every human being is a fundamental expectation of all members of the WCA community. Through the Code of Conduct defined in the Student-Parent Handbook, Williamsburg Christian Academy guides young people to honor God, respect individuals for their differences and backgrounds, and honor themselves with appropriate speech and actions.

- 6 **Awareness:** Awareness and reflection are among the most valuable academic and life skills that students will need throughout their lives. Williamsburg Christian Academy faculty emphasize academic approaches to learning, which are vital to scholarly achievement, alleviating stress, and overcoming adversity. In addition to assisting students achieve academic success, the above self-management tools also help students navigate life’s unexpected challenges.

- 7 **Innovation through Inquiry:** Inquiry is a foundation of academic excellence. Through inquiry and hands-on experiential application, Williamsburg Christian Academy students explore, research, pursue knowledge, and develop keen judgement. Once mentally stimulated through inquiry, innovation and academic risk-taking, students are equipped with the tools they will need to grow as twenty-first century problem solvers.






LOWER SCHOOL ACADEMIC PROGRAM

The Lower School is dedicated, first and foremost, to helping students come to know Jesus as their Savior and to deepen their faith and relationship with Him during their time in Kindergarten through 5th grade. Each grade level utilizes a developmentally appropriate Bible so that students are able to access, understand and apply the Scriptures in their daily “walk”.

Academically, learning objectives are (generally) guided by the Virginia Standards of Learning (SOLs). However, many of these standards (especially Social Studies and Science) are embedded and addressed within the IB Primary Years Programme at each grade level. Using this approach, students can explore various themes/lines of inquiry through student-centered learning experiences. The goal of these units is to support and develop a child’s ability to think critically in a Biblically integrated manner. In addition, students at every grade level are provided with experiences which help them develop important skills, as defined by the IB Learner Profile, encouraging them to be knowledgeable, inquirers, communicators, thinkers, reflective, open-minded, risk-takers, caring, balanced and principled.

The six Units of Inquiry are entitled: **Who we are**, **Where we are** in place and time, **How we express ourselves**, **How the world works**, **How we organize ourselves** and **Sharing the planet** (Kindergarten implements 4 of these units) and focus on the development of five essential elements: attitudes, skills, action, concepts, knowledge students. They focus on themes of shared human experiences and provide opportunities for teaching and learning which:

-  is relevant, engaging and challenging
-  promote awareness of individual, local, national and world issues
-  provide opportunities for reflection on human commonality, diversity, and multiple perspectives through a Biblical context.

Apart from the Units of Inquiry, students spend time each day engaged with other aspects of literacy and mathematics development. The approaches and programs, though, are dependent on the grade level.

Pre-K through 2nd grade are heavily focused on foundational reading skills (phonics, sight words, spelling, decoding and comprehension, handwriting and written expression).

K- 2 uses the results from the PALs assessment to drive literacy instruction. The Phonological Awareness Literacy Screening (PALS) provides a comprehensive assessment of young children’s knowledge of the important literacy fundamentals that are predictive of future reading success.

Grades 3-5 Learning Facilitators use the results from the MAPS testing to drive instruction in reading, writing, and math. It provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level

Students in 3rd through 5th grades continue literacy development through application of foundational skills and practice. Learning Facilitators use grade-level texts to the comprehension of fiction and nonfiction passages and texts and oral and written communication.

In addition, each student in grades 3 through 5 has access to his/her own Chromebook. Their device is used to access and utilize supplemental reading programs (i.e. Core 5). Students are assessed on an individual basis and then activities are developed which are responsive to a child’s unique strengths and areas of need. Students also have the opportunity to engage in research using their school-issued devices/appropriate websites/online resources.

During these years, K-5 students continue to develop their mathematics skills and knowledge, supported by the McGraw Hill “My Math” program. This resource provides lessons and assessments which are designed to address the needs of students who perform at grade-level, those in need of remediation and those who need additional challenges.

At every grade level, data (quantifiable and observed) is collected and analyzed to understand a student’s educational progress and to inform instruction. Above all, however, is our dedication to helping each child come to love the Lord and to depend on the Bible to guide their words and actions.






UPPER SCHOOL ACADEMIC OFFERINGS

MATHEMATICS

Courses begin in 6th grade but the order may be individualized based on graduation requirements.

MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions, and reflect upon their results.

In order to reach the aims of mathematics, students should be able to:

-  identify relevant elements of authentic real-life situations
-  select appropriate mathematical strategies when solving authentic real-life situations
-  apply the selected mathematical strategies successfully to reach a solution
-  justify the degree of accuracy of a solution
-  justify whether a solution makes sense in the context of the authentic real-life situation.

MIDDLE YEARS PROGRAMME MATHEMATICS – AN INTEGRATED APPROACH

Williamsburg Christian Academy's approach to mathematics instruction in the MYP promotes the interconnectedness of mathematical concepts, rather than introducing students to each concept and skill in isolation. This integrated approach prioritizes the development of critical thinking and problem-solving skills in an environment that promotes exploration of the relationships between concepts and skills. Of all countries whose students perform better in mathematics than students in the United States, nearly all follow an integrated approach.

Traditionally, schools in the United States have taught mathematics through a sequence beginning with Algebra I, Geometry, and then Algebra II/Trigonometry. Integrated mathematics removes the temporal partitions separating the concepts in these courses and embeds them throughout Math 1, Math 2, and Math 3. The consistent repetition of concepts that occurs in the integrated model enhance memory and skill-development, which positively impacts students' mathematics achievement.

Algebra Readiness 1

This course reiterates and develops essential understandings critical to math literacy such as number sense, measurement, proportions, order of operations, and addition and multiplication facts. Conceptual learning connects student inquiry to real-world applications that are relevant and meaningful.

Algebra Readiness 2

This course facilitates students' interaction with applications of algebra skills as they relate to problem-solving, data interpretation, and architectural endeavors. Students begin developing skills necessary for success in Algebra I.

Math 1, Math 2

Exploration of linear functions and geometric concepts are emphasized in this course along with their practical, real-world applications, facilitating a connection between student learning and concepts that connect humans around the globe.

Math 3

Students' accrued mathematical skills culminate to equip students for success in Math 3, which emphasizes advanced algebraic, geometric, and trigonometric concepts. The development of skills necessary for success in higher math courses is prioritized to support students' transition into advanced mathematical operations.

Personal Finance (non-IB)

Students need a strong foundation in civics, economics, and personal finance to function effectively as consumers, workers, savers, investors, entrepreneurs, and active citizens. In this course, students learn how to navigate financial decision-making and to make informed decisions relating to career exploration, budgeting, banking, credit, insurance, spending, financing postsecondary education, taxes, saving and investing, buying/leasing a vehicle, and living independently. Students also learn the importance of investing in themselves to gain valuable knowledge and skills. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship, more effective participation in the workforce, and career success.

DIPLOMA PROGRAMME MATHEMATICS

The aims of all DP mathematics courses are to enable students to:

- 👉 develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- 👉 develop an understanding of the concepts, principles, and nature of mathematics
- 👉 communicate mathematics clearly, concisely, and confidently in a variety of contexts
- 👉 develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics
- 👉 employ and refine their powers of abstraction and generalization
- 👉 take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- 👉 appreciate how developments in technology and mathematics influence each other
- 👉 appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- 👉 appreciate the universality of mathematics and its multicultural, international, and historical perspectives
- 👉 appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
- 👉 develop the ability to reflect critically upon their own work and the work of others
- 👉 independently and collaboratively extend their understanding of mathematics.

DP Analysis and Approaches

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, including the study of sequences and series. at both higher level (HL and standard level (SL), and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice. However, there is a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. There will be a recognition that the development of mathematical thinking is important for a student.

SCIENCE

Courses begin in 6th grade, but the order may be individualized based on graduation requirements.

MIDDLE YEARS PROGRAMME SCIENCES

The aims of MYP sciences (Years 1-5) are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavor with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

MYP sciences offers many opportunities for learning through action. Inspiration from sciences for community projects and personal projects might include inquiries into:

- scientific principles and natural phenomena of personal interest
- applications of science to solve practical problems
- individual, community or global challenges that require scientific understanding
- scientific literacy in local and national communities
- the impact of scientific developments and innovations.

Through the study of biology, chemistry or physics, students will be able to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyze, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware, as global citizens, of the ethical implications of using science and technology
- develop an appreciation of the possibilities and limitations of science and technology
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

DIPLOMA PROGRAMME SCIENCES

DP Biology HL

The study of biologists attempts to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function. Throughout this course, students will be engaged in the study of cell and molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. This course covers HL concepts such as nucleic acids, metabolism, cell respiration and photosynthesis, plant

biology, genetics and evolution, animal physiology.

DP Physics SL

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies. In this course, students will be engaged with learning about a variety of topics: measurements and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics, and energy production. Option topics will also be explored in advanced coursework, such as wave phenomena, fields, electromagnetic induction, quantum and nuclear physics.

LANGUAGE AND LITERATURE

Courses begin in 6th grade, but the order may be individualized based on graduation requirements.

MIDDLE YEARS PROGRAMME LANGUAGE AND LITERATURE

As MYP students interact with a range of texts, they generate insight into moral, social, economic, political, cultural, and environmental domains. They continually grow in their abilities to form opinions, make decisions, and reason ethically—all key attributes of an IB learner.

The aims in studies in MYP language and literature (Grades 6-10) are to enable students to:

- ✎ engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- ✎ develop skills in listening, speaking, reading, writing, viewing, presenting, and performing
- ✎ develop skills in interpretation, analysis, and evaluation
- ✎ develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open multiple meanings
- ✎ develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open multiple meanings
- ✎ develop an understanding of the relationships between studies in language and literature and other disciplines
- ✎ communicate and collaborate in a confident and creative way
- ✎ foster a lifelong interest in and enjoyment of language and literature.

The MYP language and literature course allows students to develop an appreciation and understanding of language and literature through key concepts such as communication, connections, creativity, and perspective, and through the more discipline-specific related concepts.

Having gained an understanding of language and literature through oral, written, and visual communication, students develop analytical and organizational skills in creative, personal and imaginative ways. The six skill areas in the MYP language and literature subject group—listening, speaking, reading, writing, viewing, and presenting—are developed as both independent and interdependent skills.

The studies in language and literature courses continue to encourage the cultivation of these skills, along with intercultural understanding and engagement, from local, national and global communities.

The courses further develop linguistic and literary understanding through the study of a broad range of texts, as well as through learning language in context to promote international mindedness.

Language & Literature: Identity & Purpose

Developmentally, students in Middle School are discovering who they are as human beings and how they relate to others around them. This course supports their discovery and knowing of oneself while prescribed texts are read and discussed throughout the year. Students will develop their reading and writing skills as they read, discuss, formulate opinions, and craft creative works.

Language & Literature: Making Connections & Stewarding Relationships

Students at this grade level typically gain full understanding of the world as it exists apart from and in relationship to them. Through the lens of prescribed texts, both non-fiction and fiction, students will grow as readers and writers who are knowledgeable and takes action

Language & Literature: Conflicts, Resolutions, & Leadership

The intersection of literature, conflict, and leadership is explored in this class as students learn to formulate their own arguments, communicate in meaningful ways, and experience parts of history and the world through the lens of literature.

Language & Literature: Symbolism, Power, Corruption, & Responsibility

Understanding systems in the world while using novels and non-fiction as conduits for understanding different and unique perspectives is the focus on this course. Students develop literary analysis skills, writing skills, and communication skills.

Language & Literature: Civilizations, Perspectives, & Expression







An exploration of texts from global perspectives takes students outside of their own world through prescribed texts while projects and assignments promote the development of writing skills, research skills, and communication skills.

**All WCA students are required to take DP Language & Literature HL to develop their writing skills and facilitate their exploration of unique texts from around the world.*

DIPLOMA PROGRAMME LANGUAGE AND LITERATURE

The DP studies in language and literature courses build on the foundation provided by the MYP language and literature subject group. They aim to ensure the continuing development of a student's powers of expression and understanding in a variety of language domains.

The aims of all subjects in studies in language and literature are to enable students to:

-  engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
-  develop skills in listening, speaking, reading, writing, viewing, presenting, and performing
-  develop skills in interpretation, analysis, and evaluation
-  develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open multiple meanings
-  develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open multiple meanings
-  develop an understanding of the relationships between studies in language and literature and other disciplines

- 👉 communicate and collaborate in a confident and creative way
- 👉 foster a lifelong interest in and enjoyment of language and literature.
- 👉 Study at least 13 works

DP Language & Literature: Interpreting Language & Developing Scholarly Argument

In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

DP Language & Literature: Writing Excellence & Global Perspectives

This course continues to expand students' engagement with a broad range of stories from global perspectives that reinforce our shared humanity. while developing scholarly writing and research skills.

Williamsburg Christian Academy defines excellent scholarly writing as having:

- 👉 Professional voice
- 👉 Broad vocabulary
- 👉 Appropriate diction
- 👉 Well-presented and well-evidenced thesis statement
- 👉 Effective Organization
- 👉 Mechanics are in place (grammar and punctuation)

INDIVIDUALS AND SOCIETIES

Courses begin in 6th grade, but the order may be individualized based on graduation requirements.

MIDDLE YEARS PROGRAMME INDIVIDUALS AND SOCIETIES

The aims of MYP individuals and societies (Grades 6-10) are to encourage and enable students to:

- ☞ appreciate human and environmental commonalities and diversity
- ☞ understand the interactions and interdependence of individuals, societies, and the environment
- ☞ understand how both environmental and human systems operate and evolve
- ☞ identify and develop concern for the well-being of human communities and the natural environment
- ☞ act as responsible citizens of local and global communities
- ☞ develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies, and the environments in which they live.

US History: Beginnings to 1865

Students will explore the early history of the United States and develop an understanding of the ideas and events that strengthened the union from pre-Columbian times until 1865. Students will learn fundamental concepts in civics, economics, and geography as they study United States history and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history using primary and secondary sources.

US History: 1865 to Present Day

Students explore America's growth challenges for the past 157 years, including immigration, populism, recession, depression, global wars, etc. Moreover, learners engage in thematic inquiry rather than chronological memorization. Hands-on mastery and primary source research represent the pillars of MYP U.S. History 1865 to the present. Students use investigation as a foundation to delve into the political, economic, and social challenges facing the nation once reunited after the Civil War. This foundation provides a pathway to develop an understanding of how the American experience shaped the world's political and economic landscapes.

Ancient & Modern World History & Civics

Typical sequencing of courses in the social sciences leave a glaring hole in student's knowledge of the global historical record. Modern society demands participation in and consideration of global events, both past and present. Without a view of history from a global perspective, students lack the cognitive muscle memory to contextualize ancient civilizations in high-school level World History and Geography courses. This course seeks to set our students up for success academically and as a global citizen that is internationally minded through the exploration of ancient cultures and geography.

This course also examines the roles of citizens in the United States. Students will examine the foundational documents and principles with which the constitutions of Virginia and the United States were established, identify the rights, duties, and responsibilities of citizens, and describe the structure and operation of government at the local, state, and national levels. Learning objectives and inquiry will identify personal character traits, such as patriotism, respect for the law, willingness to perform public service, and a sense of civic duty, that facilitate thoughtful and effective active participation in the civic life of an increasingly diverse democratic society.

Learning experiences will also emphasize the intellectual and practical skills required for responsible citizenship. Students will learn to consider their own talents, aptitudes, personalities, and market demand as they explore future decisions. Students will practice these skills both inside and outside the classroom as they extend their understanding of essential knowledge and skills.

World Geography

Students will examine the world's peoples, places, and environments, with an emphasis on world regions. The knowledge, skills, and perspectives of the course are centered on the world's peoples and their cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions. Particular emphasis will be placed on students' understanding and ability to apply geographic concepts and skills to their daily lives.

US Government & Global Diplomacy

Students in this course will define the knowledge that enables citizens to participate effectively in civic and economic life. Students will apply social science skills as a foundation to examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the characteristics of the United States economy. Learning objectives will emphasize an understanding of the duties and responsibilities that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society. Through inquiry, students will also reflect the evolving political and economic roles of Virginia and the United States in the global community.

Civic education also must emphasize the intellectual skills required for responsible citizenship. Students will apply these skills as they extend their understanding of the essential knowledge and skills as they relate to the United States Government.

DIPLOMA PROGRAMME INDIVIDUALS & SOCIETY

Throughout the DP history course, students have the opportunity to explore historical events that have played a key role in shaping the world today, deepening their understanding of the complex and interconnected nature of past and present events.

DP History of the Americas: U.S. & Virginia History SL

DP History of the Americas: History of Central & South America SL

During this course, students will be provided with an opportunity for in-depth study on the following topics:

- 👉 Indigenous societies and cultures in the Americas (c750-1500)
- 👉 European explorations and conquests in the Americas (c1492-c1600)
- 👉 Colonial government in the New World (1500-1800)
- 👉 Religion in the New World (1500-1800)
- 👉 Slavery and the New World (1500-1800)
- 👉 Independence movements (1763-1830)
- 👉 Nation-building and challenges (c1780-c1870)
- 👉 US Civil War: causes, course and effects (1840-1877)
- 👉 The development of modern nations (1865-1929)
- 👉 Emergence of the Americas in global affairs (1880-1929)
- 👉 The Mexican Revolution (1884-1940)
- 👉 The Great Depression and the Americas (mid 1920s-1939)

CHRISTIAN STUDIES

Courses begin in 6th grade, but the order may be individualized based on graduation requirements.

MIDDLE YEARS PROGRAMME CHRISTIAN STUDIES

The Life & World of Jesus / Uncovering the Authentic (Literal) Life of Jesus

This course introduces students to the life of faith as presented in the Bible through the study of Jesus' time on earth. The geography, political climate, culture, and socio-economic structure of Israel at the time of Jesus' life are introduced alongside stories and accounts of His miracles and teachings. This course is designed to help students develop a historical perspective of Jesus and the Christian life and to cultivate a personal walk with Christ. Students also learn how to structure their personal quiet time to facilitate a consistent and tangible relationship with God.

Christian Life & Traditions

In this course, students will delve into the common traditions and understandings of the Christian faith to understand expressions and interpretations from an historical and extra-denominational perspective. Going beyond doctrinal tenants and practices, students will also explore pockets of Church History and the many men and women who helped form and shape our understanding of how to follow Jesus and interact with those who are different from us in an ever-changing world. Additionally, students will understand the role of spiritual practices such as prayer and worship while engaging and reflecting upon these practices for their own personal spiritual development.

How to Read the Bible

How to Read the Bible: This course will introduce students to the art and science of Bible interpretation. All of life is filled with interpretive decisions, and our reading of the Bible is the same. The goal of this class is to help students think about the Bible in its historical and literary context to find out the original meaning of the Bible and how it applies to us today. In addition, students will be given the basic scope of salvation history from Genesis to Revelation.

New Testament Survey




Old Testament: This course will introduce students to the Ancient Near East world of the Old Testament. Hence, students will learn about the customs and cultures that form the background of the Old Testament world, as well as the basic organization and ideas of the Old Testament. There will be several connections made to the New Testament and the contemporary world to train students' analytical thinking skills.

Old Testament Survey

New Testament: This course will introduce students to the Greco Roman world of the New Testament. Hence, students will learn how to read the New Testament in its original context and the theological issues that it addresses. Students will learn about the core elements of a biblical worldview as found in the New Testament.

Christian Philosophy

Philosophy is a systematic critical inquiry into profound, fascinating and challenging questions, such as the following.

-  What is it to be human?
-  Do we have free will?
-  What do we mean when we say something is right or wrong?

Studying philosophy provides an opportunity for students to engage with some of the world's most interesting and influential thinkers. It 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. 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.

Christian Worldview

This course introduces students to the fundamental truth claims of Christianity and the other major world religions or ideologies. The various world religions will be approached from a biblical perspective so that students will learn how to think carefully and critically about the assumptions and ideas embedded in each worldview. The goal of this course is to demonstrate that Christianity makes the best sense of reality so that they can make a compelling case for the Christian faith.

Apologetics

This course introduces students to the fascinating and invigorating world of Christian Apologetics. Apologetics trains students to think critically about the Christian Worldview and respond to the challenges posed by other worldviews and ideas. Critical thinking, reasoning, and learning the art of Christian persuasion are foundational elements of this course.

LANGUAGE ACQUISITION

Courses begin in 6th grade, but the order may be individualized based on graduation requirements.

MIDDLE YEARS PROGRAMME LANGUAGE ACQUISITION

The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving, and viewing the world.

In grade 6, students take one semester of introductory French and one semester of introductory Spanish. At the beginning of grade 7, students much choose either French or Spanish to study through at least tenth grade. This structure provides students with ample time to develop competency in their chosen language.

The aims of the teaching and learning of MYP language acquisition are to:

- 👉 gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- 👉 develop a respect for, and understanding of, diverse linguistic and cultural heritages
- 👉 develop the student's communication skills necessary for further language learning, and for study, work, and leisure in a range of authentic contexts and for a variety of audiences and purposes
- 👉 enable the student to develop multiliteracy skills using a range of learning tools, such as multimedia, in the various modes of communication
- 👉 enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- 👉 enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- 👉 enable the student to understand the nature of language and the process of language

learning, which comprises the integration of linguistic, cultural, and social components

- ☞ offer insight into the cultural characteristics of the communities where the language is spoken
- ☞ encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- ☞ foster curiosity, inquiry, and a lifelong interest in, and enjoyment of, language learning.

DIPLOMA PROGRAMME LANGUAGE ACQUISITION

Language Acquisition is a fundamental part of an education, but it is even more essential for an ever-globalizing world in which language serves as the stepping-stone between cultures and communities.

DP French or Spanish SL

The DP modern language course develops students' linguistic abilities through the development of receptive, productive, and interactive skills.

- ☞ **Receptive:** Students understand, both orally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics. They understand simple authentic and adapted written and audio texts and related questions in the target language.
- ☞ **Productive:** Students express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They communicate orally and respond appropriately to most questions on the five prescribed themes and related topics.
- ☞ **Interactive:** Students understand and respond clearly to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations. They use strategies to negotiate meaning and foster communication

HEALTH AND PHYSICAL EDUCATION

Courses begin in 6th grade, but the order may be individualized based on graduation requirements.

MIDDLE YEARS PROGRAMME HEALTH AND PHYSICAL EDUCATION

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility. At their best, physical and health education courses develop the enjoyment, engagement and confidence in physical activity that students need in order to achieve and maintain a balanced, healthy life.

The aims of MYP physical and health education (Grades 6-10) are to encourage and 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.

HIGH SCHOOL HEALTH AND PHYSICAL EDUCATION

HS Physical Education

This course is designed to continue to provide students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

THE ARTS







This list includes mandatory and elective courses and may be individualized based on individual interest and graduation requirements.

The arts provide us with the means to examine our world and what it is to be human; as universal forms of human expression, the arts enable us to share our experiences, discoveries, understandings and preoccupations. As such, the arts provide opportunities for intercultural exchange and dialogue while also shaping our individual and collective identities.

MIDDLE YEARS PROGRAMME ARTS

The MYP Arts (Grades 6-10) values the process of creating, performing, and presenting artwork, and gives students opportunities to function as artists and to develop as learners. Students learn to use the arts to convey feelings, experiences, and ideas about the world, and in doing so they acquire and develop techniques and creative skills. They learn the value of reflection and evaluation as a means of developing their ideas, their skills, and their work.

The aims of MYP arts are to encourage and enable students to:

-  enjoy lifelong engagement with the arts
-  explore the arts across time, cultures and contexts
-  understand the relationship between art and its contexts
-  develop the skills necessary to create and to perform art
-  express ideas creatively
-  reflect on their own development as young artists.

Middle School Drama

This course facilitates the development of spoken and visual stage performance through improvisation exercises, vocal warm-ups, and through the practicing and delivering of scripts from the role of an actor or stage crew member. Students will also engage with the history of dramatic arts while dabbling in unique pockets of scripts from both modern and classic playwrights.

Middle School Visual Art





Middle School Visual Art students delve into the origins and fundamentals of Art history and expression. Students engage and practice visual artistic expression through unique and relevant learning engagements. Students reflect on their development as artists and learn to evaluate theirs and others' work.



Middle School Music Theory & Performance

Students practice approaching music from holistic, global, and academic perspectives through discussion of philosophies, development of musical awareness, and understanding the connections created between humans and our world made possible by music. Practical and valuable music theory concepts are a key component of this course, which prepares students for continued study of Music throughout Middle and High School. A compulsory component of this course is the development of playing skills associated with the violin and playing individually and in a group setting.




DIPLOMA PROGRAMME/HIGH SCHOOL ART

The aims of the arts subjects are to enable students to:

-  enjoy lifelong engagement with the arts
-  become informed, reflective, and critical practitioners in the arts
-  understand the dynamic and changing nature of the arts
-  explore and value the diversity of the arts across time, place and cultures

-  express ideas with confidence and competence
-  develop perceptual and analytical skills.

In addition, the aims of the visual arts course at SL and HL are to enable students to:

-  make artwork that is influenced by personal and cultural contexts
-  become informed and critical observers and makers of visual culture and media
-  develop skills, techniques, and processes in order to communicate concepts and ideas.

High School Art

A comprehensive visual arts program provides students with opportunities to develop ideas through a creative process as well as critical thinking skills to evaluate information that is conveyed visually. Through engagement with the visual arts, students connect knowledge and skills from a variety of academic areas to solutions to problems of creation, design, and execution. They develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifelong engagement with the arts.

DP Visual Art SL

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

High School Performing Arts Combination

The first part of the year will include students' practice and exploration of vocal skills in a choir/chorus format. Students will then develop performing skills related to drama and stage production. Students will experience what it means to be an artist and performer while exploring the role of the performing arts in expressing the human condition.

DP Music Exploration & Application SL

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.

In addition to those of DP Arts, the aims of the music course at SL and HL are to enable students to:

- explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression
- acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others
- evaluate and develop critical perspectives on their own music and the work of others.

WORKFORCE READINESS

WCA works in association with Project Lead the Way (PLTW), which is a nationally recognized provider of rigorous curriculum in Biomedical Science, Engineering, and Computer Science.

PLTW Biomedical Science Track

This program empowers students to explore and find solutions to some of today's most pressing medical challenges. Through scaffolded activities that connect learning to life, students step into the roles of biomedical science professionals and investigate topics including human medicine, physiology, genetics, microbiology, and public health. Students work together in teams to find unique solutions, and in the process, learn in-demand, transferable skills to include critical thinking and communication.

Principles of Biomedical Science (Grades 9 & 10)

This is an introductory course of the PLTW Biomedical Science program. In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Students are taught concepts of forensic inquiry; DNA and inheritance; function of human body systems and exploring the body through diseases such as those leading to diabetes, heart disease, sickle cell, and infectious diseases. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

PLTW Engineering Track

This program empowers students to step into the role of an engineer, adopt a problem-solving mindset, and make the leap from dreamers to doers. Courses engage students in compelling, real-world challenges that help them become better collaborators and thinkers. From launching space explorations to delivering safe, clean water to communities, engineers find solutions to pressing problems and turn their ideas into reality.

Introduction to Engineering Design (Grades 9 & 10)

This is an introductory course in the PLTW Engineering program. In this course, students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and use an engineering notebook to document their work.

