



# Cottonwood Classical Preparatory School

Course Catalog  
(updated May, 2020)

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## Welcome

Cottonwood Classical Preparatory School is a state-chartered charter school in Albuquerque that was founded with the idea that all children should have access to a high-quality, rigorous college preparatory experience. That is what we strive to provide. While there are many challenges that we face in public education, we believe that the charter school model is one of our best chances to, in many ways, rebuild the public educational landscape and push the traditional public schools to become more and more relevant in the lives of their communities and the children within them.

We are lucky to have made such great progress in a relatively short amount of time (the school opened its doors in the fall of 2008), and look forward to continuing to "push the envelope" about what high-quality, supportive college preparation can look like for students. We are grateful to the families who were the "early adopters" of Cottonwood Classical and know that we are a choice among many. While we are not the school for everyone, we do believe that anybody who comes to Cottonwood has the opportunity to be the best that they can be. We strive to create the kind of learning environment where children are joyfully engaged in the relationships that they are forging, the activities that they are completing, and the demonstrations they are performing.

The school was founded on the idea that we can provide "a private-school education at a public-school price." And, although we have had some growing pains in our short eight years of existence, we believe that we are living up to that motto and making our city and state proud.

Welcome to Cottonwood Classical Preparatory School! We are glad that you are here.

# Cottonwood Classical Mission Statement, Philosophy, and Strategic Plan

## **Mission Statement**

The mission of Cottonwood Classical Preparatory School (CCPS) is to develop highly-skilled, socially-responsible learning activists who can analyze, synthesize, and evaluate information and take responsibility for their own learning. Cottonwood Classical promotes intercultural understanding in an all-inclusive learning environment and our graduates will be prepared to enter and thrive at any of the world's accredited colleges and universities becoming driving forces in their local, regional, national, and global communities. Students will be well-versed in communicating through reading, speaking, writing, and listening with diverse audiences and will be able to transfer skills and knowledge into a post-secondary setting and the global marketplace.

## **Educational Philosophy**

The founders of Cottonwood Classical not only feel that all children can learn but that they should be afforded the kind of high quality education found in private schools at no cost. At Cottonwood Classical Preparatory School students of all abilities will not only meet and exceed state standards but will also grow as young adults into productive citizens in the working world. Cottonwood Classical Preparatory School will embrace a variety of methods, curricula, and delivery models to meet the diverse educational needs of all students.

Because the Paideia method is a conversation-based program, it allows the curriculum to be both challenging for the gifted student and therapeutic for the at-risk student. Through Socratic Seminar, students of all abilities and backgrounds will participate in oral discourse, learning over the course of their middle and high school careers essential skills such as reading comprehension, social interaction, teamwork, and critical thinking. The classic texts used will cover ideas and issues of enduring importance allowing students to find for themselves their values and voice.

## **Strategic Plan**

Last year, under the direction of the Governing Council, CCPS created a 5-year Strategic Plan to help provide more specific direction to the organization and to help bring stakeholder groups together focused on common goals. The Strategic Plan is provided below and is considered a "working" document that will be reviewed and assessed in an ongoing manner.

## CCPS Graduation Requirements:

**English** - 4 CREDITS

**Math** - 4 CREDITS

**Physical Education** - 1 CREDIT

**Health** - .50 CREDIT

**Social Studies** - 3.5 CREDITS (NM History-.50, World History -1, US History- 1, Economics-.50, Government- .50)

**Foreign Language** - 4 CREDITS

**Science** - 4 CREDITS (2 credits must be a Science class with lab experiences)

**IB Core**- 1 CREDIT (Class includes Theory of Knowledge, CAS and Extended Essay requirements)

**Elective** - 5 CREDITS

# English and Literature

## 6th-Grade

In this course we will use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction. We will develop skills in listening, speaking, reading, writing, viewing and presenting in a variety of contexts. Students will receive instruction in language arts writing skills including instruction on grammar, editing, and Standard English conventions. Students will utilize the writing process: composing, revising and editing, on a daily basis. Students will learn to communicate thoughts in a coherent and succinct manner. We will strive to develop critical, creative and personal approaches to studying and analyzing contemporary and historical American literary and informational texts. We will engage with information and communication technology in order to use, explore and enhance language.

In this course students will develop the ability to understand and analyze the language, content, structure, meaning and significance of oral, written and visual texts. Students will analyze the effects of the author's choices on an audience. We will compare and contrast works across and within genres. Students will express an informed response to literary texts in written form as well as verbally in a Shared Inquiry discourse or Socratic Discussion. In addition, students will create work that employs organizational structure and writing conventions. Students will organize their ideas and arguments in a sustained, coherent and logical manner. Students will use language accurately and appropriately apply conventions, use correct spelling and grammar and syntax.

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## 7th-Grade

Students will receive instruction in language arts skills with an emphasis on grammar, writing, and editing. Students are required to write or to be involved in the writing process- composing, editing, and revising- on a daily basis. Multi-paragraph essays and other short compositions (that may include biographies, creative writing, and news articles) are required. Students will be using and expanding the skills and concepts obtained in 6<sup>th</sup> grade English.

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## 8th-Grade

Eighth grade English is a combination of language arts and literature. Reading, writing, listening and speaking and language are taught in an integrated format. The language arts focus encourages the development of writing skills using the six trait method to produce multi-paragraph essays. Writing forms include narrative, persuasive, informative and argumentative. In terms of literature, we read short stories, novels, and nonfiction selections. Students read independently and focus on literary analysis. Speaking and listening skills are developed through discussion, presentations and socratic seminars. Students work on vocabulary development, independent reading, analysis and appreciating language on many levels. Students will use and expand upon the skills and concepts obtained in 7<sup>th</sup> grade English.

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## 9th-Grade

English 9 is a required one-year course that builds vocabulary, word usage, and the mechanics of writing. It will also include the four aspects of language use: reading, writing, speaking, and listening. The various genres of literature will be introduced and defined, with a particular emphasis on the classic form of tragedy and its evolution over time. You will read complex, informative, and literary texts, discuss the ideas contained therein, and write multi-paragraph thematic essays and compositions in a timed environment. In working with literature, you will improve your reading rate and comprehension, develop the skills to determine author's intent and theme, and recognize the techniques employed by the author to achieve his/her goal. You will also explore classic themes that are woven throughout the school curriculum. Students will be using and expanding the skills and concepts obtained in 8<sup>th</sup> grade English.

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### 10th-Grade

This course is a preparatory course for IB English which offers a balanced focus on composition and literature, with most readings chosen to provide connection with studies in History where possible. Students learn about the alternate aims and audiences of written compositions by reading complex informative and literary texts, discussing the ideas contained therein, and by writing persuasive, critical, and analytical multi-paragraph thematic essays and compositions in timed environments. In working with literature, students improve their reading rate and comprehension and develop the skills to determine author's intents and themes and to recognize the techniques employed by authors to achieve their goal. They also explore classic themes that are woven throughout the curriculum.

Students are required to write or to be involved in the writing process -- composing, editing, and revising -- on a daily basis. Anticipated major projects and written assignments include, but are not limited to, short essays with an intensive focus on the skill-set associated with writing critical analyses of literature as well as political, psychological, sociological, and philosophical treatises. Students will be using and expanding the skills and concepts obtained in 9<sup>th</sup> grade English.

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### IB Literature Year 1 (11th-Grade) and Year 2 (12th-Grade)

Literature is concerned with our conceptions, interpretations, and experiences of the world. The study of literature therefore, can be seen as a study of all the complex pursuits, anxieties, joys, and fears to which human beings are exposed in the daily business of living. It allows for an exploration of one of the enduring fields of human creativity and artistic ingenuity, and provides opportunities for encouraging independent, original, and critical thinking. The IB Literature curriculum and accompanying assessments invite the student to personally engage with materials which span eras, places, and genres — to discover a personal appreciation for the art of language and its expression in various forms of literature and across cultures — as opportunity for students to engage vicariously with worlds beyond their own.

#### **IB English 11 (IB Literature Year 1)**

This course focuses on World Literature texts selected for the CCPS program and other texts chosen by our school for their distinctive qualities. This content will drive the class and provide the context against which skills in thinking, reading, writing, listening, and speaking will be built and refined with emphasis on essay writing and oral presentation. Students will be using and expanding the skills and concepts obtained in pre-IB 9th and 10th grade English.

\*\*This course is offered at both the standard level (SL) and high level (HL).

#### **IB English 12 (IB Literature Year 1)**

This course focuses on the study of literary genres including non-fiction prose, dramatic works, and poetry. This content will drive the class and provide the context against which skills in close literary analysis and oral commentary are specifically developed. Students will be using and expanding the skills and concepts obtained in IB English Year 1.

\*\*This course is offered at both the standard level (SL) and high level (HL).

## Science

### 6th-Grade

The primary focus of this course is to introduce students to the scientific process, space, geology, weather, and ecology. There are two driving factors behind this focus:

1. NGSS- Next Generation Science Standards, and
2. The science skills map developed by the CCPS Science Department that utilizes International Baccalaureate principles.

The scope and sequence of this plan will be modified to meet the diverse, ever-changing needs and interests of the 6th grade students at CCPS.

- The Scientific Method--use of equipment, modifying and testing, collecting data and graphing
- Space--structure of the universe, structure of our solar system, sun-earth-moon relationship, conservation of energy, Newton's Laws of Motion
- Geology--Earth's structure, plate tectonics, earthquakes, and volcanoes, rocks and minerals, fossils
- Weather--water and the water cycle, weather patterns
- Ecology—pollution

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### 7th-Grade

In Life Science this year, we will cover scientific practice, characteristics of living things, cellular structure and function, cell division and DNA replication, genes and inheritance of traits, evolution and the geologic time scale, cycles of matter, photosynthesis and cellular respiration, ecosystems, and environmental issues. Please note: The scope and sequence of this plan will be modified to meet the diverse, ever-changing needs and interests of the 7<sup>th</sup> grade students at CCPS.

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### Biology (8th-Grade)

Biology is the study of living things and their processes within, and in relation to, the natural environment. Throughout the school year this course will provide students with the opportunity to develop scientific process skills, effective laboratory techniques, and an understanding of the fundamental principles of living organisms and the ecosystems that support them. Students will explore biological science as a process of comprehending the living world around them including themselves. General areas of study will include but not be limited to cell structure and function, genetics and heredity, evolution, diversity of living organisms and their ecological roles, biomes and ecosystems, and an introduction to animal and plant structure and function.

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### Physics (9th-Grade)

Physics is the study of the movement of matter, the most basic fabric of our universe. The focus of this course is to introduce students to both the conceptual and the practical aspects of physics within the classroom and



the laboratory. The concepts below will be addressed through a **systems approach**; in other words, we will study these concepts as components of larger and small systems that interconnect with one another, as well as with other science content areas, like biology and chemistry. Not only is this course an overview of physics, but it is also designed to prepare students for the rigorous International Baccalaureate curriculum by developing their critical thinking, self-advocacy and communication skills, and overall grit. The scope of content in physics is such that a flexible schedule is necessary in order to meet the diverse and dynamic needs and interests of the students at CCPS. A first semester cumulative final assessment will be administered in December, as well as an end of course exam (EOC) in May that cumulatively covers topics from both semesters.

#### 1st Semester - Macroscopic Movement

Kinematics - How Things Move

Dynamics - Why Things Move

Impulse and Momentum

Energy Transfer

#### 2nd Semester - Microscopic Movement

Energy Movement As Light Waves

Energy Movement As Sound Waves

Electrostatics and Circuits

Electromagnetics

Suggested Prerequisites: Biology & Algebra I

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#### Chemistry (10th-Grade)

Chemistry is the study of the structure and behavior of matter, the most basic fabric of our universe. The focus of this course is to introduce students to both the conceptual and the practical aspects of chemistry within the classroom and the laboratory. Laboratory experiences and the scientific method are integral parts of the learning process of this course in addition to the more conceptual aspects. Not only is this course an overview of chemistry, but it is also designed to prepare students for the rigorous International Baccalaureate curriculum.

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#### IB Biology

Biologists have accumulated huge amounts of information about living organisms, and it would be easy to confuse students by teaching large numbers of seemingly unrelated facts. In the Diploma Programme biology course, it is hoped that students will acquire a limited body of facts and, at the same time, develop a broad, general understanding of the principles of the subject. Although the Diploma Programme biology course at **standard level (SL) and higher level (HL)** has been written as a series of discrete statements (for assessment purposes), there are four basic biological concepts that run throughout; structure and function, universality versus diversity, equilibrium within systems, and evolution.

#### Year 1 - Core Topics

Topic 1: Cell biology

Topic 2: Molecular biology

Topic 3: Genetics

Topic 4: Ecology

Topic 5: Evolution and biodiversity

#### Year 2 - Extensions and Options

Topic 6: Human physiology

Topic 8: Metabolism, cell respiration, and photosynthesis

Topic 9: Plant biology

Options (select two)

A: Neurobiology and behavior

B: Biotechnology and bioinformatics

C: Ecology and conservation

D: Human physiology

Suggested Prerequisites: Biology 9, Chemistry 10, & Algebra I

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### IB Physics

**This course is offered at both the standard level (SL) and high level (HL).**

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### IB Environmental Systems and Societies

According to IB, the prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention can be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The content approach therefore will be conducive to students evaluating the scientific, ethical, and socio-political aspects surrounding a variety of environmental socio-cultural issues.

**This course is offered at the standard level (SL) ONLY.**

### Year 1 - Core Topics

Topic 1: Foundations of environmental systems and societies

Topic 2: Ecosystems and ecology

Topic 3: Biodiversity and conservation

Topic 4: Water and aquatic food production systems and societies

Suggested Prerequisites: Biology 9, Chemistry 10, & Algebra I

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# Mathematics

## 6th-Grade

This course is a pre-transitions mathematics class designed to help prepare students for Algebra by increasing the student's sense of numbers and developing critical thinking skills. Students will be required to solve real world context problems using skills from prior knowledge and newly acquired skills learned this year. We will be identifying mathematical properties and skills in the number system, ratios and proportions, expressions and equations, geometry, word problems, and statistics & probability.

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## 7th Grade

This course is a Foundations Mathematics class designed to help prepare students for Algebra by increasing the student's number sense and developing critical thinking skills that will be used by students in developing quality real world projects. Students will be required to solve real world problems using prior knowledge and newly acquired skills learned in this class. We will be identifying mathematical properties and skills in the number system, ratios and proportions, expressions and equations, geometry, fractions, real world context word problems, and statistics & probability.

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## Algebra 1

The purpose of the Algebra I course is to formalize and extend the mathematics that the students learn in the middle grades (Grade 6 and Grade 7 at CCPS). This course deepens and extends understanding of linear relationships, by contrasting them with exponential and quadratic phenomena, and by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. Progressing from the geometric experiences in the middle grades, students explore more complex geometric situations and deepen their understanding of geometric relationships, moving toward formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The course will integrate literacy strategies (reading, writing, and speaking), as well as apply technological tools, to interpret and solve contextual problems.

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## Algebra 2

Algebra II is associated with high school content standards within four *conceptual categories and their domains*: Algebra, Functions, Number & Quantity, and Trigonometry. Each conceptual category contains *domains* of related *clusters* of standards. The domains for Algebra II are:

- Algebra (Seeing Structure in Expressions, Arithmetic with Polynomials and Rational Expressions, Creating Equations, Reasoning with Equations and Inequalities)
- Functions / Trigonometry (Interpreting Functions, Building functions, Linear, Quadratic, and Exponential Models, Trigonometric Functions)
- Number & Quantity (The Real Number System, quantities, The Complex Number System)

The PARCC Model content Framework for Algebra II can be found at

<http://www.parcconline.org/resources/educator-resources/model-content-frameworks/mathematics-model-content-framework>.

The Standards for Mathematical Practice apply throughout each course and together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The course will integrate literacy strategies (reading, writing, and speaking), as well as apply technological tools, to interpret and solve contextual problems. More information including the Learning Standards for Algebra II can be found at

<http://newmexicocommoncore.org/parents>.

### Geometry

This course emphasizing an abstract, formal approach to the study of Geometry, include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; Geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; rules of congruence, similarity, parallelism, and perpendicularity; and rules of angle measurement in triangles, including trigonometry, coordinate and transformational Geometry.

*Prerequisite: Algebra 1 or department approval.*

### IB Math Studies

This course is **available only at standard level (SL)**, and is equivalent in status to mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies.

*Prerequisite: Algebra 2 or department approval.*

IB Mathematics Analysis and Approaches (AA)—Offered at both SL and HL

Emphasis on algebraic methods

Develop strong skills in mathematical thinking

Real and abstract mathematical problem solving

For students interested in mathematics, engineering, physical sciences, and some economics

This option reflects the emphasis on calculus and on algebraic, graphical and numerical approaches.

*Prerequisite: Algebra 2 or department approval.*

IB Mathematics Applications and Interpretation (AI)— Offered at both SL and HL

Emphasis on modelling and statistics

Develop strong skills in applying mathematics to the real-world

Real mathematical problem solving using technology

For students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design

*Prerequisite: Algebra 2 or department approval.*



# Social Studies and Social Sciences

## 6th-Grade

In the sixth grade students learn about people and events in the dawning of major Western and non-Western civilizations. Included are the early societies of Ancient Mesopotamia, Egypt, China, India, Greece, Rome, and the Mayans of Meso-America. In studying the ancient world, students will come to appreciate the special significance of geographic place in the development of the human story. They will acquire a sense of the everyday life of the people, their problems and accomplishments. Their relationships to the developing social, economic, religious, and political structures of their society will also be taught. Emphases will be placed on historical research in order to develop students' critical thinking skills and analysis.

Through analysis of original documents, research, discovery, speaking and listening, will be able to identify important people, events, patterns, themes, and relationships that have shaped the United States.

Demonstration of skills will include, but are not limited to, written assignments and essays, projects, Socratic Seminars, observation, interviews, performance tasks, exhibitions and demonstrations, portfolios, self- and peer-evaluation, rubrics, and teacher-created tests.

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## 7th-Grade

This is a course of Early American and United States History. We will be covering the timeframe of the Pre-Colonial American period to Reconstruction. This class is an exploration into the birth and development of America with special focus on the geography, economy, government, military, foreign affairs and the people who helped to shape the new nation. The class will begin with a look at Colonial America and the events that led to revolution and independence from England. Students will examine the United States Constitution and the major debates that helped to shape the young Republic. Students will study Westward Expansion and the effects it had on Native Americans, the land and other nations. We will look at the causes and main events that led to the American Civil War. Students will study the complex issues connected to American Reconstruction. Students will comprehend the economic and social factors that contribute to American Industrialization. Finally, students will be asked to study the major concepts of Democracy.

Through analysis of original documents, research, discovery, speaking and listening, will be able to identify important people, events, patterns, themes, and relationships that have shaped the United States.

Demonstration of skills will include, but are not limited to, written assignments and essays, projects, Socratic seminars, observation, interviews, performance tasks, exhibitions and demonstrations, portfolios, self- and peer-evaluation, rubrics, and teacher-created tests.

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## 8th-Grade: Early New Mexico History (Fall Semester)

Early New Mexico History is a semester course covering prehistory through statehood. Dedicated to learning through the Paideia Method, students explore our state through collaborative and individual research projects, Socratic discussions, games, reading, writing, speaking, and listening activities. The goal of this course is to understand and appreciate our state history by involving students in activities that promote interest and enthusiasm, demonstrating that history can indeed be an exciting and adventurous discipline. Demonstration of skills will include, but are not limited to, written assignments, projects, Socratic Seminar, and assessments, based on the NM State Standards, the Common Core Standards(CCSS), and IB standards. State standards can be found on the NM PED website.

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### 8th-Grade: Advanced New Mexico History (Spring Semester)

Advanced New Mexico History is a semester course for high school credit. The course is designed to promote an increased understanding of the development of the State of New Mexico from statehood to present day. Students will be challenged to think independently at two different levels, for information and for intent or point of view.

Inquiry and critical thinking skills will be employed in taking traditional tests and also in creating projects related to a variety of topics. Each student will explore new ideas, evaluate what is being presented, analyze it for a point of view or interpretation, and see connections and similarities as well as contrasts among the discussions. There will be two final exam components, one from the instructor and a state required END OF COURSE exam.

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### World History and Economics

This course is designed to teach students about the events in World History and the political, social, and economic forces that shaped these events. There will be a special focus on studying how economic concepts are expressed through historical events. We will study the long-term trends and persistent issues of World History, encouraging students to act as historians and economists to understand the past and how it connects to the present. The essential questions, themes, and topics that we will discuss will also foster a deeper investigation and reflection on how we can improve the world. Although this is not an International Baccalaureate course per se, we will be actively developing the attitudes, habits, and skills necessary for a smooth transition into the Diploma Program. Upon successful completion of the full year course with a passing grade, students will receive 1 credit for World History and ½ credit for Economics.

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### US History and Government

This course covers the New Mexico 9-12 Content Standards for United States History and Government. Therefore, upon successful completion of the full year course with a passing grade, students will receive 1 credit for United States History and ½ credit for Government. The course is also designed to meet the skill requirements of the Common Core Standards. In addition to developing content knowledge, the other major course goals include: expanding our skills as historians, becoming informed and active citizens of our local, national, and international communities, becoming responsible and empowered learners, preparing for the IB Diploma program, and improving our world. In each unit of study we will learn about and make connections to relevant current events. The unit questions, themes and topics we will discuss will also foster a deeper investigation and reflection into ourselves. Although this is not an International Baccalaureate course per se, we will be actively developing the attitudes, habits, and skills necessary for a smooth transition into the Diploma Program.

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### We the People

This course is designed to increase your knowledge and understanding of the organization and function of American Democracy. Our study of politics and government will be regularly applied to current events and contemporary political debates. American Government will be interactive and student activity driven, thus requiring full participation and commitment from every student. Debates, group projects, seminars, and simulations are a few examples of the student-based activities that will develop skills necessary for the "real world". The We the People program's culminating activity is a simulated congressional hearing in which



students “testify” before a panel of judges acting as members of Congress. Students demonstrate their knowledge and understanding of constitutional principles and have opportunities to evaluate, take, and defend positions on relevant historical and contemporary issues.

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### IB World History (SL and HL; Year 1 course)

The first year of IB History is based on a comparative and multi-perspective approach to world history. Three main topics are studied in depth: (1) Causes and Effects of 20<sup>th</sup> Century Wars, including World War I and II, (2) Cold War: Superpower Tensions and Rivalries, and (3) Rights & Protest in the U.S. (1954-1965) and South Africa (1948-1964). This is an exploratory and interpretive course that fosters a sense of inquiry. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. Students will learn to critically interpret and analyze primary and secondary sources, write essays and research papers that evaluate multiple perspectives on historical events, and reflect the methods used by, and challenges facing, historians.

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### IB History of the Americas (HL only; Year 2 course)

This course will equip students with some of the critical thinking, research and writing skills necessary to be a thoughtful, active and internationally minded citizen in our modern world. We will further the work begun in first year IB history by doing the work of historians through the study of historical topics through primary source material and scholarly work. By studying our past, we will strive toward meeting the IB mission to encourage students “to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.” We turn our attention in this second year course to a regional study of 20th century American history: Canada, the United States, Central and South America.

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### IB Philosophy

The emphasis of the Diploma Programme philosophy course is on “doing philosophy”, that is, on engaging students in philosophical activity and encouraging them to develop into independent thinkers. Clearly the philosophy course is an opportunity to introduce students to some of the world’s most influential thinkers, hence the inclusion of the study of a philosophical text as one component of the course. However, it is also an opportunity for students to engage in philosophical activity themselves.

Leonard Nelson, the German philosopher, emphasized the importance of students engaging with philosophy as an activity, commenting that effective philosophy teaching is “the art of teaching not philosophy but philosophizing, the art not of teaching about philosophers but of making philosophers of the students” (Nelson 1949). Each area of the course provides students with an opportunity to explore different philosophical concepts and issues, and having a single underlying focus on “doing philosophy” helps to give the course unity and coherence across these different elements.”

**This course is offered at the standard-level (SL) and high-level (HL).**

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### IB Psychology

The IB Diploma Program standard level psychology course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on

human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry. The course encourages the systematic and critical study of human experience, behavior and environments by studying the biological, cognitive and sociocultural influences on human behavior. Students critically analyze theories, concepts and arguments about the nature and activities of individuals and societies. Students will collect, describe and analyze data used in studies of behavior, test hypotheses and interpret complex data. They will learn how psychological research can be applied for better understanding of human behavior and discuss how ethical practices are upheld in psychology inquiry. IB Psychology will be **offered at the SL level only** and will be a Group 6 course, falling under Arts/Electives.

Sample Topics: Students study the biological, cognitive and sociocultural factors that impact human behavior. Students will go in depth on one of the following topics (“Option Topic”): Abnormal psychology, developmental psychology, health psychology, psychology of human relationships or sport psychology

Prerequisites: An interest in studying human behavior

# International Languages

## Spanish I

All language is enveloped by and infused with culture- it is the very substance of language. Culture is found both at the forefront and embedded throughout this course. This year, we will introduce, practice, and strengthen our grammar through our writing and communication skills as we blend in a variety of new vocabulary and introduce the students to new cultures. State curriculum standards and guidelines are followed along with Common Core standards.

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## Spanish II

The goals of Spanish I will be carried further in this course. In addition, you will be learning Spanish through the arts, exercise, literature and history. We will be focusing on reading comprehension to prepare the students for the IB program. As well as learning Spanish, you will learn to be very organized by creating your own Spanish book that you can take home and use for the years to come.

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## Spanish III

Spanish III is a course that continues to build on the skills and concepts presented in Spanish 1 and 2. Focus is on partner and group work to practice the language verbally and to assimilate the grammar concepts. Presentation of the language is enhanced through certain texts, history, current events, art and music, and human rights. The two past tenses are re-visited and a fair amount of time is spent on the present subjunctive tense, among other tenses, and attention is also paid to vocabulary acquisition. Descriptive writing and speaking are part of the course, in preparation for IB Spanish. Some technology is incorporated into Spanish 3 in the form of research for specific projects, and for games and competitions---especially utilized in review for assessments. Students should pass this course with a minimum of a C grade and expect to move on to Spanish IB SL or HL, depending on fluency and skill levels.

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## Spanish IV

In Spanish IV, students refine their language skills, in reading, writing, speaking and listening, as well as furthering their cultural knowledge. The course is based on readings of various genres (short story, excerpts, short novel, poetry, news articles, etc.) films, presentations, papers, vocabulary acquisition, advanced grammar, and partner work or projects. Units are based on cultural topics or literary genres, usually, for instance, a cultural unit we are seeing this current year is around human rights in the 1970's and 80's in Central and South America, and the U.S. involvement in external political and social affairs in these regions. A strong understanding of Spanish and speaking the language are a must to be successful in this course.

This is a challenging class that requires a strong foundation in grammar and vocabulary. Students wishing to take Spanish 4 should have successfully completed Spanish 3, with at least a 77%, or higher.

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## IB Spanish

IB Spanish year 1 is a course of Spanish as a second language, the course is designed for learners of the language throughout the intercultural understanding of the hispanic culture. The students will practice and reinforce their previous knowledge in the language, and will learn specific vocabulary for the topic proper of

our times. The course will address specific topics towards to enjoy and learn from the hispanic culture, but will study global issues as well. Spanish B an additional language-learning course designed for students with some previous knowledge of the language. It may be **studied at either SL or HL**. The main focus of the course is on language acquisition and development of language skills (listening, speaking, reading and writing).

The course focuses on developing the following skills:

**Receptive:** comprehend the spoken language

**Productive:** reproduce a written and oral component

**Interactive:** Interact with others in the target language.

The language skills should be developed with the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding. It should not be intended solely for the study of specific subject matter or content.

IB Spanish year 2 is a course of Spanish as a second language, this course is the continuation of IB Spanish year 1, and is designed for learners of the language throughout the intercultural understanding of the hispanic culture. The students will practice and reinforce their previous knowledge in the language, and will learn specific vocabulary for the topic proper of our times. The course will address specific topics towards to enjoy and learn from the hispanic culture, but will study global issues as well. Spanish B an additional language-learning course designed for students with some previous knowledge of the language. **It may be studied at either SL or HL**. The main focus of the course is on language acquisition and development of language skills (listening, speaking, reading and writing).

The course focuses on developing the following skills:

**Receptive:** comprehend the spoken language

**Productive:** reproduce a written and oral component

**Interactive:** Interact with others in the target language.

The language skills should be developed with the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding. It should not be intended solely for the study of specific subject matter or content.

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### IB Spanish A (Self-Taught)

Language A is a course of Spanish language, the course is designed for learners with self motivation to emphasize in the language throughout the study of literature works and culture. The students will practice and reinforce their previous knowledge in the language, and will learn a variety of topics towards the understatement of the complexity of the human feelings and their contexts (especially in the hispanic culture).

The Spanish self taught literature course is also designed for students to have a rich experience in using Spanish as a native (or very close to native) language in an academic context and to support future academic study by developing high social and cultural literacy and effective communication skills (such as reading, writing, speaking and listening in an academic settings).

**The course focuses on the following assessments:**

Part 1: Works in translation

Part 2: Detailed study of works across genres

Part 3: Detailed study of works from one selected genre

Part 4: Options – works freely chosen

**IB French Ab Initio (SL only)**

French ab Initio is a class offered to students who have little or no experience with the French language, the class is designed to challenge and engage the student in a positive cultural experience. The French ab initio aims to develop the receptive, productive and interactive skills into a high level of communication. The French ab initio course provides a solid grammar and vocabulary framework and is organized into three themes made up of a series of twenty topics.

The three themes are:

- Individual and Society
- Leisure and Work
- Urban and Rural environment

Through the study of these themes, the students are able to practice grammatical structures and vocabulary and explore the language whilst developing an intercultural understanding. By developing the range of receptive, productive and interactive skills, the students become able to communicate and interact in a range of everyday situations. These skills equip the student with the necessary skills to achieve the assessment objectives of the French ab initio course.

**Prerequisites:** No prior study of French is expected. The language ab initio courses are language learning courses for beginners, designed to be followed over two years by students who have no previous experience of learning the target language.

# Fine Arts and Electives

## **Performing Arts**

### 7th-Grade Music

This course is a study of music skills learned through the guitar. Units of study will emphasize instrumental technique and performance practice on a varied repertoire. Students will apply their theoretical knowledge from 6th grade music to the instrument and deepen their understanding of musical practices. Performing pieces will be a regular class component. Students will explore and learn more advanced music theory specifically dealing with meter, chord structure, and melody. This course will have students exploring music connections with various cultures and musical genres.

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### High School Music

This course is designed for students who have an interest in discovering the world of music! We encourage students to develop perceptual skills through a breadth of musical experiences, where they will learn to recognize, speculate, analyze, identify, evaluate and reflect. They will be exposed to ways to listen and analyze music from various cultures and genres and learn to appreciate how musicians work and communicate. We will study a variety of musical styles and trends as we look at the history of jazz and rock & roll, the history of the film score and how to create a music video! Students will certainly have many opportunities to tap into their individual creativity!

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### High School Theater Arts

Theatre is concerned with the communication of human issues. Students will have the opportunity to examine theatre as a part of daily life, as a way of enhancing knowledge and skills, and as a means of expression. This year's curriculum will encourage each student to develop confidence and poise, creativity and spontaneity. Students will be able to use the practical application of knowledge in informal individual and group performances. This course will guide students through viewing theatre from different cultures and historical periods, identifying various elements and techniques of this art form in a fun and creative way.

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### IB Theater

The IB Diploma theatre course is a multifaceted theatre-making course of study. Students at both the SL and HL are not required to have had any previous experience. Students are given the opportunity to make theatre as creators, designers, directors and performers. The course emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students learn through problem-solving and inquiry and in addition the course encourages students to research, not only using traditional academic methods, but also practically, through the body. Students communicate their learning through action, staging, project planning, workshops, presentations, physical demonstrations, oral, visual and written expression. Further learning includes the investigation of theatre practitioners, world theatre traditions and theatre practices. Organization, self-management and independent study skills are important.

## **Visual Arts**

### 6th-Grade Introduction to Art

This is an introduction to key art concepts, a variety of culturally diverse artists, and a survey of past, present and emerging forms of media and art techniques. An emphasis will be placed on the art making process. Studio work and small conceptual studies as well as research in artist's Investigative Workbooks (IWB's) will guide the semester long course. Homework will consist of discussion questions, articles, and images of artwork for Socratic seminar discussion. The work produced by young artists' work will be on display at school and published on Google Classroom at students' discretion.

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### 7th-Grade Art Appreciation

What makes someone an artist? This question will guide the semester long course. We will investigate the methods of a variety of culturally diverse artists examining their process and revising our understanding of the term 'artist.' Through engaging in Socratic seminars utilizing text, documentaries, and shared experience as our primary resources we will get at the heart of this complex label of artist. The course builds on skills learned in Introduction to Art while continuing to emphasize the value of the art making process. Art studio pieces, small conceptual studies, group work, as well as research in artists Investigative **Work Books** (IWB) will lend themselves to further understanding the idea of what it means to be an artist in today's world. Student artwork will be on display at school and published on Google Classroom at students' discretion.

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### Art I

A semester long introductory studio art course with an emphasis on process. Artists will engage in a variety of media and techniques documenting their outcomes along the way in a visual arts journal. The goal is to develop an appreciation for visual art through discussion of works, critique of one another's artwork, and sustained commitment to one's own art making practice.

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### Art II

A semester long studio art course that builds on discoveries made in Art I while introducing studio artists to the expectations of IB visual arts. Student artists will develop a comparative study analyzing the work of two artists from different cultures and create an artwork that is born out of their research. The goal of this course is for artists to leave with a better understanding of the IB visual arts program, but most importantly a deeper appreciation for themselves as artists and how they fit within the art world.

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### IB Art

The IB 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. (Source: IB Visual Arts Guide, 2016)

**Prerequisites:** Students should be willing to work towards being a risk taker with their ideas/ materials and must be willing to communicate with instructors and oneself on a continuous basis.

## **Computer & Information Technologies**

### Middle School Introduction to Information Technology

The goal of the Information Technology course is to build a foundation of knowledge and skills that will serve and aid students in the academic arena as well as living in an ever increasing global and digital society. This course is designed to introduce and reinforce basic computer skills to students. Essential skills for work and communication in society such as computer navigation, storing to the cloud, use of office applications, Internet research, Internet safety, and keyboarding will be stressed. Additionally, as time allows, students will have an opportunity to explore further skills such as using various graphic and multimedia applications and basic coding concepts.

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### High School Introduction to Information Technology

The goal of the Information Technology course is to build a foundation of knowledge and skills that will serve and aid students in the academic arena as well as living in an ever increasing global and digital society. This course is designed to introduce and reinforce basic computer skills to students, build upon the basics to gain deeper understanding and skills in these areas, and develop further technology skills based on students' interest. Essential skills for work and communication in society such as computer navigation, storing to the cloud, use of office applications, Internet research, Internet safety, and keyboarding will be highlighted. Additionally, as time allows, students will have an opportunity to build further skills and learn applications, such as for programming, creating graphic art, CAD design, or other approved concepts, based on their interests.

## **Other required courses**

### **Physical Education**

#### 6th-, 7th-, and 9th-Grade

The goal of the Physical Education program is to engage students in physically and mentally challenging activities that will peak their interest in finding a "sport or activity for life". Fitness activities and goals will be a regular part of class as well as opportunities to participate in and learn about new and different sport activities. All students will also be expected to be able to officiate, participate and in some cases lead in some form in all sports and activities covered during the year. Assessments will be given on a regular basis to determine current fitness goals, history, rules knowledge, and strategy.

Students will have the opportunity to participate in team sport activities; individual sport and fitness activities; dance; team building; and outdoor adventures.

#### Health (8th-Grade only)

Health is a 0.5 high school credit which emphasizes the importance of knowledge, attitudes, and practices relating to personal health and wellness. This course is designed to expose students to a broad range of issues and information on personal health including physical, social, emotional, and intellectual aspects following the NMPED standards. Topics of study include, but are not limited to: nutrition, physical fitness, disease, body systems including reproductive, safety, bullying, and illegal drugs.

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# International Baccalaureate Program Core

## Theory of Knowledge (TOK)

The Theory of Knowledge (TOK) course, Creativity Activity and Service (CAS) and the Extended Essay (EE) are known as the core in the Diploma Program. They are included in the program in order to provide students opportunities to think about their own values and actions, understand their place in the world, foster international mindedness, and shape their identity. Theory of Knowledge is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. The fundamental question is “how do we know that?” Thus, the course encourages students to think about the nature of knowledge, reflect on the process of learning in all the subjects they study as a part of their Diploma Program course, and make connections across them. Students also consider how knowledge is developed in the Areas of Knowledge or various disciplines, what the disciplines have in common and the differences between them. Students will also explore the different Ways of Knowing and their roles in the construction of knowledge.

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## Extended Essay (EE)

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Program subjects—normally one of the student’s six chosen subjects for her/his IB studies at Cottonwood. It is intended to promote high-level research and writing skills, intellectual discovery, and creativity. The EE challenge provides students with an opportunity to engage in personal research in a topic of their own choice, and the EE process permits flanking support from a supervisor teacher in the school. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

The learning involved in researching and writing the EE is closely aligned with the development of many of the characteristics described in the IB learner profile. Students are, to a large extent, responsible for their own independent learning, through which they acquire and communicate in-depth knowledge and understanding. The research process necessarily involves intellectual risk-taking and extensive reflection; open-mindedness, balance, and fairness are key prerequisites for a good Extended Essay.

[from the Extended Essay Diploma Programme Guide]

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## Creativity, Activity, Service (CAS)

CAS is an acronym for the student’s personal curriculum within their IB Program that is part of the IB Core: CAS/TOK/EE. CAS stands for Creativity, Activity, and Service. Through a holistic approach, CAS is designed to strengthen and extend students’ personal and interpersonal learning. Students explore their interests in these three areas while keeping evidence and reflection of their growth.

It is organized around three strands:

- **Creativity:** exploring and extending ideas leading to an original or interpretive product or performance.
- **Activity:** physical exertion contributing to a healthy lifestyle.
- **Service:** collaborative and reciprocal engagement with the community in response to an authentic need.

There are 7 guiding objectives, called learning outcomes, which students must meet through showing evidence during their two-year program. All reflections and evidence are recorded by the student in an online portfolio called ManageBac.

The 7 Learning Outcomes are:

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS Experience
4. Show commitment to, and perseverance in, CAS Experiences (and or a CAS Project)
5. Demonstrate the skills and recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognize and consider the ethics of choices and actions

For CAS, **all CCPS students** must:

- ✓ Engage with CAS from the start of Junior year through late spring of their Senior year.
- ✓ Enter Experiences into Managebac (online portfolio) showing relative balance within each of the three strands: C/A/S
- ✓ Enter strong evidence that meet expectation on the Learning Outcome rubric for each of the seven Learning Outcomes
- ✓ Participate in three documented interviews throughout CAS Program
- ✓ Reflect on experiences and projects that were particularly moving for the student
- ✓ Research, Plan/Initiate, and Lead at least one CAS Project that lasts at least one month in duration that demonstrates the student's ability to collaborate, plan, and apply their leadership within at least one of the CAS Strands.
- ✓ Consistent entries and reflections is required to show no significant gaps in engagement

As per the CAS Calendar- there are benchmark expectations to meet during each semester to show adequate growth during the two year IB Program. More detail is provided in the CAS Handbook. Go to our [IB webpage](#) for a copy.