

Dallas International School

MISSION LAÏQUE FRANÇAISE

High School Curriculum
Guide
9th through 12th grades

Mission

Dallas International School educates students of all backgrounds to contribute to a dynamic world with its internationally renowned curriculum, multiple language instruction, and exposure to diverse cultural views.

Core Principles

We believe that academic immersion in more than one language combined with a multi-cultural environment cultivates:

- *Respect for others and their ideas*
- *Flexibility and adaptability*
- *Appreciation of one's cultural identity*
- *Excitement for and openness to other cultures*

We believe that a challenging and innovative academic program cultivates:

- *Critical and creative thinking*
- *Intellectual curiosity and love of learning*
- *Solid learning methods and a sound work ethic*
- *Balance of intellectual, emotional, and physical development*

We believe that an encouraging and positive environment cultivates:

- *Integrity and fairness*
- *Confidence and leadership*
- *Compassion and generosity*
- *Civic and social responsibility*



Dallas International School
MISSION LAÏQUE FRANÇAISE

Pierre Vittoz
Headmaster

Trinette Robichaux
Head of Secondary School
IB Coordinator

Jeanne Jeannin
Founder

History

Dallas International School (DIS) was founded in 1991 to address the needs of French employees who were being relocated to the Dallas area through foreign-based corporations. Featuring a curriculum combined with that of the French Ministry of National Education and English language arts, the employees' children were offered the best of both countries.

As time passed, American families in the Dallas area became interested in the bilingual education offered at DIS and enrollment increased.

Spanish language instruction was added throughout all grade levels in 2005 and Chinese at the middle school level in 2007 to meet the growing demand of the families in North Texas.

To accommodate its growth, the school offers a choice of the French Baccalaureate or the International Baccalaureate (IB) Program of Geneva diploma program to high school students.

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This guide reflects the curricula of the French Ministry of National Education and the International Baccalaureate Organization.

Introduction to High School

The High School at Dallas International School is a four year, coeducational, college preparatory school. The High School for Dallas International School is located on the campus of the University of Texas at Dallas. Dallas International School is accredited by the French Ministry of Education, Independent School Association of the Southwest (ISAS), the International Baccalaureate Organization (IBO), and the Texas Education Agency (TEA). The mission of the school is to educate students of all backgrounds to contribute to a dynamic world with its internationally renowned curriculum, multiple language instruction, and exposure to diverse cultural views.

Minimum Graduation Requirements

Dallas International School graduation is dependent upon the passage of either the French or International Baccalaureates. Students must have:

- 4 credit years of English
- 4 credit years of French or another second language
- 4 credit years of history
- 4 credit years of science
- 4 credit years of math
- 1 credit year of art
- 1 credit year of music
- 4 credit years of PE.

Graduation also depends on satisfactory conduct and attendance records.

The Academic Program

9th and 10th Grades

Classes de Troisième et Seconde

Upon entering the 9th grade, students must make a choice between which track they choose to follow. The French Baccalaureate is taught in French while the International Baccalaureate is taught in English. The 9th and 10th grade academic programs prepare students to follow either the French Baccalaureate or International Baccalaureate in grades 11th and 12th. Courses are designed to build upon the foundation established in middle school, with particular focus on those skills needed to achieve a baccalaureate.

11th and 12th Grades

Classes de Première et Terminale

The academic programs offered in the 11th and 12th grade years are the French Baccalaureate and the International Baccalaureate. The challenging curricula are determined by the French Ministry of Education in Paris, France, or by the International Baccalaureate Organization in Geneva, Switzerland. Both are comprehensive programs with rigorous assessment procedures to prepare students for university level studies. Both programs are recognized worldwide, and many universities give up to one year of credit for either baccalaureate. Dallas International School suggests, however, that those students with French Citizenship, who plan to attend a university in France, follow the French Baccalaureate.

International Track

9th and 10th Grades / 3^{ème} et 2^{nde}

ENGLISH LITERATURE

Anglais

9th Grade/3^{ème}

(4 hours per week)

In 9th grade English, students focus on questions of identity and self, which act as thematic starting points for explorations of literature. In addition to the intensive study of literature, students work on several class projects; extend their proficiency in essential skills such as bibliographic research, documentation, outlining, critical thinking, paraphrasing, editorializing, and delivery skills in oral presentations.

10th Grade/2^{nde}

(4 hours per week)

The focus of this English course is on extending the analytic focus on literature. Students begin to deal with issues of perspective and other realities. In this context, the focus of the course is drawn to questions of gender, race, ethnicity, and social class. Close reading skills are emphasized as students continue the journey towards uncovering meaning.

FRENCH

Français

Ab Initio French

(4 hours per week)

This course is designed for students who have not previously studied the French Language. The goals of the course center on the acquisition of basic conversation skills. In addition, students learn French culture, customs, and way of life. The primary skills are reading, writing, speaking, and listening. A variety of methodologies are used including TPR (total physical response), role-playing, written and oral exercises. The second year is used to provide additional reinforcement of vocabulary, oral and written expression, and manipulating grammar and language structures.

(At the end of the 9th grade year, students are tested to see if they will complete a second year of ab initio, or if they will move into the French B class at the beginning of 10th grade.)

Advanced French

(4 hours per week)

This course is designed for students who have a strong background in the French language. Focus is on literary texts and literary analysis. Students study description, narration, and argumentation. Students continue to increase their vocabulary and focus on understanding of French life, customs, and culture through the medium of literature. This course prepares students to study IB French A1 and A2.

SPANISH

Español

Ab initio Spanish

(4 hours per week)

This course is designed for students who have not previously studied the Spanish Language. The goals of the course center on the acquisition of basic conversation skills. In addition, students learn Spanish/Latin culture, customs, and way of life. The primary skills are reading, writing, speaking, and listening. A variety of methodologies are used including TPR (total physical response), role-playing, written and oral exercises. The second year is used to provide additional reinforcement of vocabulary, oral and written expression, and manipulating grammar and language structures.

Advanced Spanish

(4 hours per week)

This course is designed for students who have already studied the Spanish language. The aim of the course is to improve the student's level of comprehension and practice of the language. Emphasis is given to fluency and the acquisition of more sophisticated grammatical structures and vocabulary. The study of culture and civilization broadens and deepens through a variety of activities. Students are prepared to follow IB Spanish B in the 11th grade.

HISTORY

Histoire

9th Grade/3^{ème}

(4 hours per week)

This course consists of the following history and geography topics: 1914-1945 wars, democracies and totalitarianism, development and organization of the world today, France, the United States, and foreign policy. There is a focus on the cognitive skills necessary for history such as: citations, bibliographies, document classification, and interpretation. Analytical writing is stressed, and students are prepared for further study of history.

10th Grade/2^{nde}

(4 hours per week)

The 10th grade history course focuses on American history from the Colonial Period to 1876 and the Hays-Tilden Election. Students are introduced to the founding documents, the ideological background of the Founding Fathers, the role of the United States in the Western Hemisphere through the Monroe Doctrine, and the issues of slavery and immigration. There is a focus on the cognitive skills necessary for history such as: citations, bibliographies, document classification, and interpretation. Analytical writing is stressed, and students are prepared for further study of history.

MATHEMATICS

Mathématiques

Mathematics classes in grades 9 and 10 are designed to prepare students to take one of three IB mathematics classes. Placement is determined by entrance exams and teacher recommendations.

9th Grade/3^{ème}

(4 hours per week)

The goals of the 9th grade mathematics class are as follows:

- Recognize, identify, and use proportions
- Use proportions to solve Capture-Recapture problems
- Use different measurement systems and use proportions to convert from one another
- Identify when 2 variables are related by inverse variation from given data
- Evaluate numeric and algebraic expressions
- Solve linear equations by undoing operations.

This course also includes an introduction to geometry and trigonometry.

10th Grade/2^{nde}

(4 hours per week)

The 10th grade mathematics class will focus on the following areas:

- Sets and Subsets
- Patterns and Recursions
- Linear models and systems
- Functions, relations and transformations
- Exponential, power, and logarithmic functions
- Matrices and linear systems
- Quadratic and other polynomial functions
- Parametric equations and trigonometry
- Conic sections and rational functions
- Trigonometric functions
- Series
- Probability.

The placement exam for IB mathematics will be given at the end of 10th grade.

SCIENCES

Science classes in 9th and 10th are designed to prepare students to make a choice between subjects for the IB Diploma. Dallas International School offers physics and biology at the diploma level in Group 4. An additional science may be added as a choice in Group 6.

Physics/Chemistry Science physique et chimie

9th Grade/3^{ème}

(4 hours per week)

This course is designed to teach the material in a relevant way. Subject matter is related to daily life, the science and literature connection, career connections, and thinking skills.

- Energy and motion
- Electricity and energy resources
- Energy on the move
- The nature of matter
- Interactions of matter

10th Grade/2^{nde}

(4 hours per week)

This course is presently designed for the student who is choosing his IB science subject. The chemistry covered is the basics needed for either biology or physics. The physics is designed for students who plan to take IB physics.

Chemistry

- Introduction to chemistry
 - Matter and Change
 - Scientific Measurement
 - Mixtures
- Matter Structure
 - Models of the Atoms
 - Bonding
 - The Periodic Classification of the Elements
- Matter and Change
 - The Mole
 - Morality

Physics

- Mechanics
 - Motion and Energy
 - Gravitation
 - Special Relativity-Space and Time
- Properties of Matter
 - Solids
 - Liquids
 - Gases
- Sound and Light
 - Vibrations and waves
 - Sound
 - Light
 - Reflection and Refraction
- Electricity and Magnetism
 - Electro statistics
 - Electric fields and potential
 - Electric current
 - Electric circuits
 - Magnetism

Biology

Science de la Vie et de la Terre

9th Grade/3^{ème}

(4 hours per week)

This course includes an introduction to Human Anatomy, Physiology and Health. Several laboratory experiments will accompany student learning.

Topics include:

- Cell biology
- Digestive System
- Transport System
- Immune System
- Respiratory System
- Reproductive System
- Genetics.

10th Grade/2^{nde}

(4 hours per week)

The purpose of this course is to familiarize students with the development of life on Earth, the origin of the Earth, green plants and ecology, the chemistry of life, classification and behavior. Biochemistry is introduced at this level. Students will be introduced to biology at the IB level in order to facilitate their choice of subject for the 11th grade.

THE ARTS

Les arts

9th Grade/3^{ème}

Arts

(2 hours per week)

Art in 9th grade serves to review and use all the Elements and Principles of Design taught over the prior three years. In addition to this, the student learns that he is the driving force in his work and can influence the relationship between it and the audience. His knowledge of art's importance in our world, both historically and in modern times, evolves.

Elements of Design

Line, Shape and Volume, Textures and Patterns, Space, Motion, Value, Color

Principles of Design

Unity, Emphasis, Scale and Proportion, Balance, Rhythm

Relationship between the artist and his work

1. The student learns to choose material, the procedure, and the occupation of space.
2. The student becomes aware of the spatial relationships between the work and the audience.

Techniques

1. Drawing: Outline, sketch, creating rough drafts, represent mass/volume
2. Painting: Homogenous, impasto, transparency, masking, negative space, shadow
3. Volume: juxtaposition, assemblage, installation

New Ideas

Analyzing artwork and reproducing a personal interpretation of the work, maintaining the dignity of the original.

Understanding the differences between visual communication and artistic expression

Investigating architecture, its function and relation to space

Planning and Research

Sketchbook: researching and processing ideas from start to finish

The use of art magazines, library books, and internet to investigate ideas, research artist and art movements

Cultural Awareness

Annual Auction project highlighting the Country of the Year

Applying research of Country of the Year to selected projects

Discussion of the application of art in different cultures and in our own community

Music

Musique

(1 hour per week)

This course focuses on modern music and jazz. The following areas are covered:

- Elements of Music: rhythm, melody, harmony, expressive controls.
- Music History: overview from early music to the present.
- Forms of Music: canon, fugue, theme and variations, symphony, concerto, opera.
- Music of the Country of the Year: experience ethnic diversity in music, study country-specific music and instruments.

PHYSICAL EDUCATION

Education physique

(2 hours per week)

The PE program participates in a defined mission: to acquire fundamental knowledge without which the students could not become responsible and open citizens. In the context of this mission, the goal of physical education is to develop, through the practice of sports activities, a cultivated, logical and autonomous citizen.

Our goals:

- To develop and use physical and motor skills
- To learn the basics of health, give the students the sense of effort and perseverance and to be responsible for the behavior regarding his mind and his body throughout his/her entire life
- To discover the cultural background of PE and all the activities.

Specific skills developed in PE:

- To be able to complete a measured performance
- To adapt his movement to different kinds of environments
- To create and execute actions of an artistic, esthetic or expressive nature
- To commit in an activity (individual or collective opposition).

Methodological and social skills:

- To respect rules, the others and him or herself
- Organize and manage social roles and responsibilities (referee, team captain...)
- To make and realize some projects
- To know himself, to prepare and protect himself during activities.

In each activity, skills are composed by:

- Knowledge: information about himself, the activity or the others. Rules, principles...
- Their use of knowledge and using resources and knowledge to act
- Behavior: to act and interact with the others...

French Track

9th and 10th Grades / 3^{ème} et 2^{nde}

Brevet des Collèges

In the 9th grade (3^{ème}), students prepare for the “Brevet des Collèges.” This is a French national exam, externally assessed. It includes French, math, and history/geography. Grades earned in all subjects during the 9th grade are included in the calculation of the final grade for this exam. The study of a third language is mandatory.

FRENCH

Français

9th Grade/3^{ème}

(4 hours per week)

This course is designed for students who have followed the French national curriculum since kindergarten or first grade. Students continue to work in the argumentative forms of narration, description, and explication. A particular emphasis is placed on the presentation of speeches in the areas of opinion, conviction, and emotion versus objectivity, critical distance, and humor. Additionally, students begin to consider others as individuals and in society through dialogue and discussion. Autobiography and lyrical poetry are important forms in this course.

10th Grade/2^{nde}

(4 hours per week)

This course focuses applying language and literature skills to building a personal culture through personal engagement in the study of French. This course focuses on the following objects of study:

- Literary and cultural movements
- Narrative form: the novel and short story
- Theatre: genres and registers, particularly comedy and tragedy
- Role of the writer
- Writing to demonstrate, convince, and persuade
- Steps of literary production.

ENGLISH LITERATURE

Anglais

Placement in English courses will be determined by the English Department.

9th Grade/3^{ème}

(4 hours per week)

In 9th grade English, students focus on questions of identity and self, which act as thematic starting points for explorations of literature. In addition to the intensive study of literature, students work on several class projects; extend their proficiency in essential skills such as bibliographic research, documentation, outlining, critical thinking, paraphrasing, editorializing, and delivery skills in oral presentations.

10th Grade/2^{nde}

(4 hours per week)

The focus of this English course is on extending the analytic focus on literature. Students begin to deal with issues of perspective and other realities. In this context, the focus of the course is drawn to questions of gender, race, ethnicity, and social class. Close reading skills are emphasized as students continue the journey towards uncovering meaning.

SPANISH

Espagnol

9th and 10th Grades/3^{ème} et 2^{nde}
(3 hours per week)

This class is available to students as a third language. Students improve their comprehension and practice of the Spanish language. They are introduced to more sophisticated grammar structures and a wider vocabulary. The emphasis is on oral and written abilities. Students begin their studies of Spanish and Latino culture and civilization. The 10th grade course is a continuation of skill building activities.

MATHEMATICS

Mathématiques

Mathematics in 9th and 10th grade is defined by the French Ministry of Education. The main goals are the development of scientific abilities by experimentation, reasoning, creativity, critical thinking, independent problem solving, organizational and communication skills, both oral and written.

9th Grade/3^{ème}
(4 hours per week)

This class includes an equal amount of geometry and algebra, aimed at students with a broad range of abilities who will take the Brevet. This class prepares students who will proceed to any of the French Baccalaureate sections. Some of the topics covered are: simultaneous equation systems, working with literal expressions, linear mapping, quadratics, statistical measures and descriptions, introductory trigonometry, circular angles, vectors, pyramids, cones, spheres, coordinate geometry, translations, and rotations.

10th Grade/2^{nde}
(4 hours per week)

This class continues to prepare students who intend to enter any level of mathematics in the French Baccalaureate. The main focus is on statistics (probability and data analysis), algebra (up to the analysis functions), and geometry (Cartesian space, vector algebra, transformations, trigonometric functions, lines and planes in space.)

SCIENCES

Biology

Science de la Vie et de la Terre

9th Grade/3^{ème}
(2 hours per week)

The 9th grade science program follows the French Government curriculum. This course is aimed at enriching the students' knowledge on humankind, organization in the living world and human responsibilities. This course uses a lab-based approach.

Students study:

- Genetics at a first level. For instance, extract DNA from anything living
- immunology
- unity in living world, biodiversity and biological evolution.

Students are also required to get involved in a project in order to understand ethical issues due to scientific progress; human responsibility in health, environment and living systems. Students are encouraged to work collaboratively in groups to design investigations, collect data, reach conclusions and present their findings to their classmates.

10th Grade/2^{nde}

(2 hours per week)

The 10th grade science program follows the French Government curriculum.

This course is designed to continue student investigations and deepen student understanding of the biological sciences. This course includes concepts introduced in grades 6 to 9 at a more abstract level.

This course uses a lab-based approach.

In-depth study of the following concepts is included:

- the cell, DNA and unity in living world including the molecular basis of heredity and the biological evolution
- organisms in function and their physiological regulation
- planet earth and its environment.

Physics/Chemistry Science physique et chimie

9th Grade/3^{ème}

(2 hours per week)

Chemistry

Uses of metals in the common life, example, distinction between them.

The particles responsible for the transport of electric current:

- Electrons in the metals
- Ions in the liquids.

How to recognize some ions, notion of Ph.

Study of the chemical reaction between chlorhydric acid and iron

How works an electrochemical battery

Creation of a chemical product that already exists in the nature or not, example

Physics

Electricity

How to product electricity, the functioning of alternator

Alternative voltage and equal voltage

Study of alternative voltage: frequency, periodicity

Electric power

Measurement of electrical energy

Mechanic

Notion of gravitation, example with the movement of the planets

Differences between weight and mass

Link between energy and speed: kinetics energy

10th Grade/2^{nde}

(3 hours per week)

This curriculum is established in collaboration with the CNED, in ten sequences, always composed of a sequence of chemistry and a sequence of physics. At the end of each sequence the students will have a test out of 20.

Chemistry

Distinction between natural and synthetic

Classification of products between natural and synthetic

Experimental technique of separation and identification of products

Synthesis of a chemical product.

Constitution of the materials
Description of an atom with its constituents and their location
Formation of molecule, covalent link
Periodic classification of elements.

Transformation of the material
Description of the material in a microscopic view, the mole
Chemical reaction of the material, conservation of the material between reactions and products.

Physics
Exploration of the space
Scale of length from the atom to the solar system
Speed of light in the air and in different material
Knowledge of the constitution of stars thanks to their light with study of emission and absorption spectral.

Movements and time
Relativity of the movement in different referential
Principle of inertia, gravitation
Measurement of a time and different unity to express time.

Thermodynamics
Notion of pressure at the microscopic and macroscopic view.

ECONOMICS **Sciences Economiques et Sociales**

10th Grade/2^{nde}
(1 hour per week)

The curriculum of Economics taught in French in Grade 10 is the foundation for the Economics and Social Sciences (ES) section of the French Baccalaureate. The following introductory concepts are featured:

- Humans live in organized societies: family, active population, social organizations
- Humans consume: consumption and revenues, consumption and ways of life
- Humans produce: the notion of enterprise, company, administration, the factors of production, human resources and work organization, added value and profit.

HISTORY/GEOGRAPHY **Histoire / Géographie**

9th Grade/3^{ème}
(3 hours per week)

The 9th grade is the culmination of the four-year French Middle School program. The course consists of the following history and geography topics: 1914-1945 wars, democracies and totalitarianism, development and organization of the world today, France, civics, and French government. There is a focus on the cognitive skills necessary for history such as: citations, bibliographies, document classification, and interpretation. Analytical writing is stressed, and students are prepared for further study of history.

10th Grade/2^{nde}
(3 hours per week)

The history program focuses on six major themes, each of which have been chosen to allow students to better understand how the world in which we live has developed. These six topics, presented through political, religious, and cultural perspectives, permit students to comprehend European history at a time when trends towards globalization co-exist with an individual's or a society's identification with regional or ethnic goals.

Past: The citizen and the city of Athens in the fifth century BC Present: How does one become a citizen? What is the current definition of a citizen?
Past: Birth and diffusion of Christianity Present: What role do Christian sects play in our society?
Past: The Mediterranean Basin in the 12th century: the crossroads of three civilizations Present: How do we view other civilizations?
Past: Humanism and the Renaissance Present: In what sense has there been a communication explosion?
Past: Age of Revolution Present: How are the ideals of 1789 viewed in the world today?
Past: Europe between the Restoration and Revolution (1815 –1850) Present: What is the place of the nation-state in Europe?

Geography component

This program examines many of the same questions that face humankind today. Why and how have we created so many diverse environments, such a multitude of complex relationships with specific geographies and climates, with fresh and salt water, and with plants and animals? What is the role of each individual, and of each ethnic, political and economic group, as we search for a better balance between humans and the environment? How do our choices impact the desire to achieve harmony between ethnic, political, and economic groups?

Civics (E.C.J.S.)

- What is citizenship?
- Public civility and incivility
- Public civility and the melting pot
- Citizenship and worker's rights
- Symbols of the Republic
- Values of the Republic
- Defense of the Republic.

PHYSICAL EDUCATION

Education physique

9th and 10th Grades/3^{ème} et 2^{nde}

(2 hours per week)

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In each activity, skills are composed by:

- Knowledge: information about himself, the activity or the others. Rules, principles...
- Their use of knowledge and using resources and knowledge to act
- Behavior: to act and interact with the others...

THE ARTS

Les arts

9th Grade/3^{ème}

Arts

(2 hours per week)

Art in 9th grade serves to review and use all the Elements and Principles of Design taught over the prior three years. In addition to this, the student learns that he is the driving force in his work and can influence the relationship between it and the audience. His knowledge of art's importance in our world, both historically and in modern times, evolves.

Elements of Design

Line, Shape and Volume, Textures and Patterns, Space, Motion, Value, Color

Principles of Design

Unity, Emphasis, Scale and Proportion, Balance, Rhythm

Relationship between the artist and his work

1. The student learns to choose material, the procedure, and the occupation of space.
2. The student becomes aware of the spatial relationships between the work and the audience.

Techniques

1. Drawing: Outline, sketch, creating rough drafts, represent mass/volume
2. Painting: Homogenous, impasto, transparency, masking, negative space, shadow
3. Volume: juxtaposition, assemblage, installation.

New Ideas

Analyzing artwork and reproducing a personal interpretation of the work, maintaining the dignity of the original.

Understanding the differences between visual communication and artistic expression

Investigating architecture, its function and relation to space

Planning and Research

Sketchbook: researching and processing ideas from start to finish

The use of art magazines, library books, and internet to investigate ideas, research artist and art movements

Cultural Awareness

Annual Auction project highlighting the Country of the Year

Applying research of Country of the Year to selected projects

Discussion of the application of art in different cultures and in our own community

Music

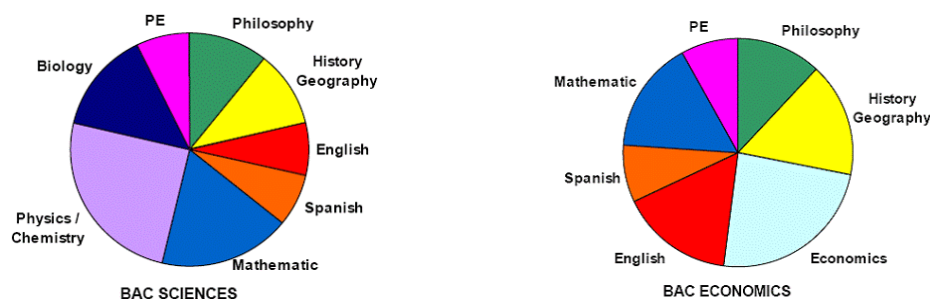
(1 hour per week)

This course focuses on modern music and jazz. The following areas are covered:

- Elements of Music: rhythm, melody, harmony, expressive controls.
- Music History: overview from early music to the present.
- Forms of Music: canon, fugue, theme and variations, symphony, concerto, opera.
- Music of the Country of the Year,: experience ethnic diversity in music, study country-specific music and instruments.

The French Baccalaureate

The French Baccalaureate program of study is structured by the French Ministry of Education. Students may select to follow: the Bac S (Science and Mathematics) or the Bac ES (Economics and Social Sciences) program. The focus for each program is the same as the title. The Bac S program requires more classes in math and science. The Bac ES program has a focus on social economics and social studies. Program expectations for both the Bac S and the Bac ES are for students to take three modern languages and physical education each year, a philosophy course in 12th grade, and to present a research project before a faculty panel demonstrating the interconnectedness between two subjects. Dallas International School requires a minimum of three student requests to offer Bac ES. Below are charts which outline the requirement of the two Baccalaureates.



Common Program to Science and Mathematics (Bac S) and Economics and Social Sciences (Bac ES)

GROUP ESSAY AND PRESENTATION Travaux Personnels Encadrés (T.P.E.) 11th Grade/1^{ère}

T.P.E. is a requirement of the French Baccalaureate. It is a clear change from other assignments given to candidates: First, "Travaux" (works), as opposed to paper, means students are authorized to submit multimedia support, videos, etc. Second, "Personnel" (individual project) as opposed to class assignment, allows students to define their own topics individually. Small groups are encouraged. Students follow their interest within broad themes given by the French Ministry of Education, such as "City", "Inherit and Innovate". Thirdly, "Encadrés" (supervised) vs. teaching indicates that teachers are to act or serve mainly as facilitators, giving directions and support rather than defining the outcome of the students' research.

TPE are necessarily interdisciplinary; students are required to cover the perspectives of two different disciplines. The grade is awarded based on the students' involvement in the project, their final production and an oral presentation. A list of criteria is given by the French Ministry of Education.

HISTORY/GEOGRAPHY

Histoire / Géographie

11th Grade/1^{ère}

(3 hours per week)

History Component

The program studies the world from the mid 19th century to the end of the Second World War:

The age of Industrialization and civilization between 1850 and 1939: Industrial Revolution, Society during the Industrial Revolution, European Imperialism.

France becoming a modern state between 1850 and 1914: the second and third Republic; Democratic and republican values

Wars, Democracies and Totalitarianism: WWI and its consequences in Europe, Rise of Fascism and Communism in the 30', Crisis for democracy in France in the 30', WWII and its consequences.

Geography component

This part of the program focuses on the European Union and on France.

European Union: geographical, economical and political organization in the EU

Big cities, transportation and free trade in the European states and in France

France and French territories: environmental and economical dynamics

Study of an European or a French region

FRENCH LITERATURE

Littérature française

11th Grade/1^{ère}

(3 hours per week)

The general aims of this course are to master the language, increase literary knowledge, and to continue building a personal culture and original thinking. Literature will illustrate elements of common human experience and provide material students may rely upon for cultural participation. Students will continue to study the history of literature in their efforts to understand the significance of major aesthetic and cultural changes. Students will focus on individual commentary and essays in preparation for the French Baccalaureate exam.

ENGLISH

Langue vivante I Anglais

11th and 12th Grades/1^{ère} et Terminale

(2 hours per week)

This course develops the English skills of native French speakers who begin with only minimal English following the IB English B HL program. Further, the course is also specifically tailored to the precise exigencies of the baccalaureate examination of the French Ministry of Education. Terminale students who have advanced English skills also attend some of these classes in order to refine their examination techniques.

Students may also study English in the IB courses if they have the level to do so. The determination of language level is made by the English Department.

SPANISH

Langue vivante II Espagnol

11th and 12th Grades/1^{ère} et Terminale

(2 hours per week)

The course description corresponds to IB Spanish B but with a specific emphasis on the exigencies of the final French Baccalaureate examination. This program caters to students who have studied Spanish as a second language for at least two years. Having achieved a strong vocabulary base and knowledge of the structures of the language the study of the language is at the center of this program, which utilizes a wide variety of non-literary sources. There is additional study of the Spanish/Latino civilizations and cultures.

PHYSICAL EDUCATION

Education physique

11th and 12th Grades/1^{ère} et Terminale

(2 hours per week)

The PE program participates in a defined mission: to acquire fundamental knowledge without which the students could not become responsible and open citizens. In the context of this mission, the goal of physical education is to develop, through the practice of sports activities, a cultivated, logical and autonomous citizen.

Our goals:

- To develop and use physical and motor skills.
- To learn the basics of health, give the students the sense of effort and perseverance and to be responsible for the behavior regarding his mind and his body throughout his/her entire life
- To discover the cultural background of PE and all the activities.

Specific skills developed in PE:

- To be able to complete a measured performance.
- To adapt his movement to different kinds of environments.
- To create and execute actions of an artistic, esthetic or expressive nature
- To commit in an activity (individual or collective opposition)

Methodological and social skills:

- To respect rules, the others and him or herself.
- Organize and manage social roles and responsibilities (referee, team captain...)
- To make and realize some projects
- To know himself, to prepare and protect himself during activities.

In each activity, skills are composed by:

- Knowledge: information about himself, the activity or the others. Rules, principles
- Abilities: the use of knowledge and using resources and knowledge to act.
- Behaviors: to act and interact with the others...

PHILOSOPHY
Philosophie
12th Grade/Terminale
(3 hours per week)

The French Bac philosophy course is studied only in Grade 12. It is not only a study of ideas but also aims to prepare students to build powerful written argumentation to defend a point of view. Unlike TOK, the course is text-based. Students read major works of Western philosophy by both ancient and modern thinkers. Class discussions and writing assignments encourage students to relate philosophical issues to other areas of study (to literature and art, and to the human and natural sciences). The works studied range from Plato and Aristotle to Kant, Rousseau and Sartre.

Three main topics are studied:

- The Human Being and the World
Topics include: Consciousness, Passions, the Self and the Other, Space, Time and History.
- Knowledge and Reason
Topics include: Language, Theory and Experience, Logic and Mathematics, the Knowledge of the Living, the nature of Social Science (one example), Truth.
- Practice and its ends
Topics include: Work and Exchanges, Technology and Art, Religion, the State, the Right and Justice, the Person, Freedom.

HISTORY/GEOGRAPHY
Histoire / Géographie
12th Grade/Terminale
(3 hours per week)

This program studies the historical context of the world since 1945 and includes in geography an overview of the global organization of the Today's world.

History component

- WWII and its consequences: the two liberal and the two socialist models after 1945, international relationships, the end of communism and issues of the developing world
- The social and economical evolution since 1945 (prosperity and recession) (ES)
- The colonization (S) and decolonization in the world
- France since 1958: political evolution. Social and economical evolution (ES)

Geography component

- Globalization in our Today's world
- Three world powers: United States and American Atlantic areas, Pacific Asian and the Japanese megalopolis, UE and European megalopolis
- Countries with development issues: the south countries (ES), territory and development in Russia (ES) and Mediterranean countries

Science and Mathematics (Bac S) Specific Program

PHYSICS / CHEMISTRY

Science physique et chimie

11th and 12th Grades/1^{ère} et Terminale

(3 hours per week in 11th grade)

(4 hours per week in 12th grade)

Spécialité (optional) (1 hours per week)

The 11th Grade program is based on the study of all the forms of energy in mechanics, electricity, and optics (lens). The Grade 12 program builds on what has been acquired in 11th Grade. Physics topics include: the study of gravitational fields as well as mechanical and electrical oscillations and nuclear power. Chemistry topics include the key chemical reactions and the manufacture of pharmaceuticals

MATHEMATICS

Mathématiques

11th Grade/1^{ère}

(5 hours per week)

This course is for students who have elected to study mathematics at a highly rigorous level. Calculus (including differential equations) is emphasized strongly, but topic coverage also includes: probability, equation systems, complex numbers, polynomial equations, vector analysis, analytic geometry, elementary transformations, parametric equations, elementary number theory, introductory abstract algebra, groups, isometries and non isometric transformations.

12th Grade/Terminale

(5 hours per week)

Spécialité (optional) [1 hours per week]

Integers: prime numbers, congruencies, Bezout and Gauss theorems

Isometries in the plane: rotations, translations, symmetries

Introduction to abstract algebra, examples of groups

Non-isometric transformations in the plane: classification

BIOLOGY

Science de la Vie et de la Terre

11th Grade/1^{ère}

(3 hours per week)

Two-thirds of the course focus is Life Science. The program is built around the impact of genes and the environment on living beings. Students study molecular biology for plant and human physiology. The remaining third of the course focus is Earth Science. This part studies of how energy is linked to plate tectonics.

12th Grade/Terminale

(4 hours per week)

The Grade 11 program is expanded upon through the examination of the biochemical level of complexity of various biological mechanisms. Two-thirds of the year is dedicated to Life Science, with topics such as genetics, immunology, procreation, evolution, and phylogeny. The final third is reserved for Earth Science. Students cover life on Earth as well as its history, evolution, and plate tectonics.

12th Grade/Terminale

Spécialité (optional) (1 hours per week)

Bac S students must select a single "option" from a choice of physique/chimie or biologie. Students choosing "option biologie" commit to two extra hours and a higher coefficient for the baccalaureate in biology. The program provides more detailed information and requires further investigation into climate changes on Earth, genetics, and metabolism.

Economics and Social Sciences (Bac ES) Specific Program

ECONOMICS **Sciences Economiques et Sociales**

11th Grade/1^{ère}

(3 hours per week)

- The social link: associations, communities, the State.
- The individual in a society: social stratification.
- Culture and society: the role of arts, the interactions of cultures.
- Socialization: the example of nobility, the rules, factors and explanations of socialization.
- Individuals, societies, and political institutions: functions of the State; integration and social controls; media, violence, public opinion; the role of the individuals in their national economy.
- Money and credit: study of money, its use and value, the creation of money; financing the economy; institutionalizing markets.
- Market and concurrence: supply and demand, monopolies.
- Social policies and redistribution: how to fight social exclusion; the role of welfare.
- Budgetary policies: use of a national budget, debates, and policies.

12th Grade/Terminale

(4 hours per week)

- Work and employment: the job market, unemployment, flexibility, cost of work.
- Investment, capital and technical progress: the relationships between investments and employment, technical progress and growth, technical progress and employment, R&D, transfers of technology, the value of human capital.
- Globalization of the economy: free trade, protectionism, economical integration, competition, development, tariffs, currencies, economical unions, multinational corporations, debts, financial markets.
- Social change and conflicts: the mutation of the job market, social classes, trade unions, lobbying, social regulation.
- Social change and inequality: the relationship between ideal egalitarianism and economical inequality, social mobility, democracy, equality, social justice, social hierarchy, elitism, social reproduction and stratification.
- The socio-economic role of the State: the European Union's governments, objectives and constraints, supply and demand, budgets, public services, social protection, social regulations, taxes, social insertion, redistribution.

MATHEMATICS **Mathématiques**

11th and 12th Grades/1^{ère} et Terminale

(4 hours per week)

This course is designed for students intending to study social sciences or business at the university level and focuses on applied mathematical methods including: statistics and probability, analysis of functions, differential and integral calculus.

BIOLOGY **Science de la Vie et de la Terre**

11th Grade/1^{ère}

(4 hours per week)

Students gain literacy in scientific topics and concepts through a careful historical and societal analysis. Students are given the opportunity to research their favorite topics, which include nutrition and health, reproduction, heredity and genetics, nervous system and human evolution.

The International Baccalaureate

The Diploma Programme of the International Baccalaureate Organization (IBO) is a demanding two-year pre-university course of study that leads to externally assessed examinations at the end of the 12th grade. It is designed for highly motivated secondary students aged 16-19. The program incorporates the best elements of national systems without being based on any single one. The IBO's goal is to provide students with the values and opportunities that will enable them to develop sound judgment make wise choices, and respect others in the global community.

In the 41 years since its founding, the IB Diploma has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of mastery of subject content and in the development of the skills and discipline necessary for success in a competitive world. Colleges and universities are historically eager to enroll IB Diploma holders.

The IB Diploma curriculum consists of six subject groups:

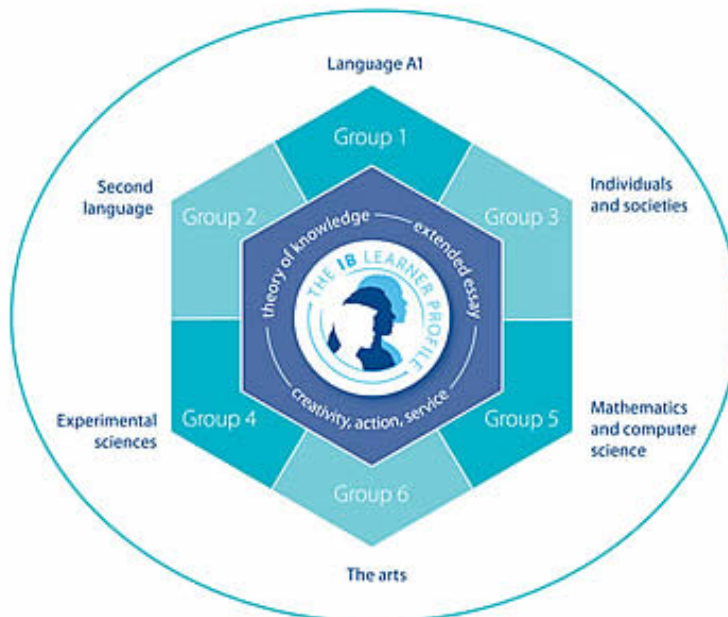
Group 1:	Language A1	First language, includes World Literature
Group 2:	Language A1/A2	A language and literature course for bilingual students
	Language B	A modern language course for students with previous experience in the language
Group 3:	Individuals & Societies	History, the History of the Americas
Group 4:	Experimental Sciences	Biology, Physics
Group 5:	Mathematics	Mathematics HL, Mathematics SL, Mathematical Studies
Group 6:	Arts & Electives	Visual Arts, or a second subject from Groups 2-4

For Bilingual Students:

Group 2 (Language A1/A2) satisfies the requirement for a bilingual diploma.

The IB Diploma Programme is a six-subject curriculum built around the core of the diploma, Theory of Knowledge, CAS, and the Extended Essay.

Diagram taken from the IBO website at www.ibo.org



Diploma candidates are required to complete one class from each of the groups. Classes are offered at either the standard level (SL) or the higher level (HL). Higher level courses meet 4 hours per week; require extensive research, reading or additional lab experience. A higher level course aligns with a student's best courses or strongest area of interest. Standard level courses have fewer assignments and generally meet fewer hours; however, they are still considered "honors" classes by university admission standards.

At least three of the six classes are to be taken at the higher level, the others at the standard level. Each examined course is graded on a scale of 1 (minimum) to 7 (maximum). The award of the diploma requires a minimum of 24 points and the satisfactory completion of the three additional requirements: the extended essay of 4,000 words, which provides a first experience of preparing an independent research paper; the Theory of Knowledge (TOK), which is an interdisciplinary requirement intended to stimulate critical reflection on knowledge and experience gained inside and outside the classroom. And compulsory participation in the CAS program: Creativity, Action, and Service.

Only schools officially authorized by the International Baccalaureate Organization may offer the Diploma Programme and present candidates for examination. Of approximately 1800 participating schools in 124 countries, about one-third is located in the United States, Canada or the Caribbean.

IB 11TH AND 12TH GRADES - COURSE DESCRIPTIONS BY GROUP

GROUP 1 LANGUAGE A1

IB English A1 Higher Level

(4 hours per week)

Language A1 aims to promote an appreciation of the richness and subtleties of literature and of the English language. It seeks to facilitate the clear expression of ideas, to aid in the achievement of greater depth of thinking and literary analysis, and to assist in the understanding and production of both oral and written discourse.

In view of the international nature of the IB, the program does not limit the study of literature to the achievements of one culture. Through the inclusion of works-in-translation of World Literature, which is an integral part of the program, students gain a broadened international perspective of literature and human experience.

The program aims to develop college-level competency and skills. Thus, in their examination of individual texts, students are taught "close reading," a skill which is practiced and evaluated by means of the literary "Commentary," both written and oral. In their study of multiple texts, students adopt a comparative approach, a skill essential for the diploma examination and for the Comparative World Literature assignment. The latter, carried out on a topic of the student's own choosing, is an externally-assessed piece of writing dealing with two or three works from the World Literature component of the program. Finally, in their oral work, students learn and practice how to give seminar presentations.

The reading list in English (between twelve and fifteen works) is compiled by each individual teacher in accordance with IB guidelines and requirements.

IB French A1 Higher or Standard Level

(4 hours per week)

This program is appropriate for native French speakers, or for students who have reached a level of near-fluency. It is appropriate for the most competent and literary-minded International students who remained in the French Track through Grade 10. The study of literature is the main focus of this challenging program, which includes a World Literature component.

GROUP 2 LANGUAGE A1/A2/B/AB INITIO

IB French A2 SL/HL

(4 hours per week)

This program is designed for study at both Higher and Standard Levels for students with a high level of competence. The program is based on the study of literature and language. One or more of the following thematic topics are studied through a variety of text and other sources: the future/change, global issues, language/culture or media and society. The main emphasis of the course is the thematic study of a wide range of French literature.

IB French B SL/HL

(4 hours per week)

Students follow the two-year International Baccalaureate curriculum at Higher Level or Standard Level according to their level of competence. This program caters to students who have studied French as a second language for at least two years. Students who start French in 9th Grade typically prepare for Standard Level. The study of the language is at the center of these courses, through the vehicle of a wide variety of non-literary sources. In addition, at least one literary text is tackled.

IB Spanish B HL/SL

(4 hours per week)

This program caters to students who have studied Spanish as a second language for at least two years. Having achieved a strong vocabulary base and knowledge of the structures of the language, students follow the two-year International Baccalaureate curriculum at Higher Level or Standard Level according to their level of competence. The study of the language is at the center of this program, which utilizes a wide variety of non-literary sources. There is additional study of Spanish civilization and literature during 12th Grade.

IB French Ab Initio

(4 hours per week)

This course is designed for students who have not previously studied the French language. The goals of the course center on the acquisition of basic conversation skills. In addition, students learn French culture, customs, and way of life. The primary skills are reading, writing, speaking, and listening. A variety of methodologies are used including TPR (total physical response), role-playing, written and oral exercises. The second year is used to provide additional reinforcement of vocabulary, oral and written expression, and manipulating grammar and language structures.

IB Spanish Ab Initio

(4 hours per week)

This course is designed for students who have not previously studied the Spanish Language. The goals of the course center on the acquisition of basic conversation skills. In addition, students learn Spanish/Latin culture, customs, and way of life. The primary skills are reading, writing, speaking, and listening. A variety of methodologies are used including TPR (total physical response), role-playing, written and oral exercises. The second year is used to provide additional reinforcement of vocabulary, oral and written expression, and manipulating grammar and language structures.

GROUP 3 INDIVIDUALS AND SOCIETIES

IB History of the Americas HL

(4 hours per week)

Students admitted to the International Baccalaureate Program of History will have proven aptitude in the core history skills which are taught beginning in the 6th grade. This includes the ability to analyze and deconstruct documents, critical writing and analysis, historical vocabulary, and the orientation of historical facts in time and space. Students will refine their skills during the two years of IB History.

Higher Level history students follow the core Standard Level program. In addition, they must study a regional option, which is examined separately. This exam paper consists of an extensive list of challenging, thematic questions. Students currently study the "History of the Americas option" (including Canada, Mexico, and South America), which includes a large number of 19th and 20th century topics, as well as another region (Stalinist Russia) as part of the IB international approach.

The core Standard Level IB history program builds on the curricula of 9th and 10th grade. The two-year program focuses on 20th century US and World History. The importance of dealing critically with multiple, primary, and secondary sources is fundamental to IB methodology. The first paper of the final examination addresses documentary sources including written, diagrammatic or pictorial evidence. A thorough grounding of the historical context of prescribed subjects (based on authoritative texts) is also essential. All IB history students must complete an individual study on a historical topic chosen in partnership with the class teacher. Independent research, historiography, and format are major criteria for assessment.

The core topics for IB History at Dallas International School are:

- Peacemaking, Peacekeeping, and International Relations 1918-1936
- Causes, Practices and Effects of War
- Democratic States-Challenges and Responses
- Origins and Development of Authoritarian and Single Party States
- The Cold War
- The History of the Americas 1876-1976

GROUP 4 EXPERIMENTAL SCIENCES

IB Biology SL

(4 hours per week)

Standard Level and Higher Level programs cover common course material including cell and molecular biology, human health and physiology, genetics and ecology. Higher Level students also cover additional compulsory material in much greater depth. Advanced HL topics include biochemistry, the diversity of life, advanced physiology, and plant science.

In addition to the compulsory material, students choose from a number of options listed below (HL and SL students cover two options):

- Evolution
- The physiology of exercise
- Neurobiology and behavior
- Biotechnology
- Applied ecology

As is the case with IB Physics, 24% of the final grade is awarded for internally assessed, "hands-on" laboratory work. This includes an extended group project, which consists of a collaborative, open-ended investigation involving students from all three IB science disciplines. Laboratory work is central to the program, and the conventions of writing lab reports are mastered during the first semester. Students are trained to adopt a meticulous and systematic approach in their observations and data collection. A high degree of critical thinking is required for data analysis; students are encouraged to plan their own experiments and discuss the limitations of their work.

IB Physics HL /SL

(4 hours per week)

The IB Physics program is a challenging course in general theoretical and experimental physics. The core syllabus gives an algebra-based presentation of the fundamental parts of physics (mechanics, thermal physics, waves, electricity and magnetism, atomic and nuclear physics), while optional topics present either selected core topics in greater depth or advanced topics (such as astrophysics, theory of relativity and optics).

The course is offered at both Higher Level and Standard Level. The main differences between the two levels are: the depth of coverage and the selection of optional topics. The laboratory work is broadly similar to the IB Biology programs.

GROUP 5 MATHEMATICS

IB Mathematical Studies (SL)

(4 hours per week)

This course is designed for students intending to pursue college studies in which highly rigorous levels of mathematics are not necessary, but where a solid understanding of the application of mathematical methods is helpful. Demonstration of the latter is evidenced in a compulsory math project paper in the 12th grade. Topic coverage includes: sets, logic, probability, functions (including trigonometric functions), solid geometry, statistics (up to hypothesis testing), financial mathematics, introductory differential calculus.

IB Mathematics Standard Level (SL)

(4 periods per week)

This course is designed for students intending to pursue college studies for which a strong foundation in mathematics is required (for example: biology, chemistry, economics, or business). Over two years, the following topics are covered: the analysis of functions, vectors and matrices, sequences and series, statistics and probability, differential and integral calculus.

IB Mathematics Higher Level (HL)

(5 hours per week)

This course is intended for students who will be pursuing college studies in which solid preparation in advanced level mathematics is essential (for example, physics, engineering, computer science). Topics covered over two years include: analysis of functions, matrices and transformations, complex numbers, vector geometry in 3 or n space, probability and statistics (including hypothesis testing), differential and integral calculus (up to simple differential equations). In addition one special topic is selected for more in depth coverage from the following: statistics; sets, relations and groups; series and differential equations; discrete mathematics.

GROUP 6 VISUAL ARTS

IB Visual Arts HL

(4 hours per week)

IB Visual Arts SL

(3 hours per week)

The goals of this course are to provide students with opportunities to make personal, socio-cultural, and aesthetic experiences meaningful through the production and understanding of art. Students are encouraged to inquire and investigate approaches to the visual arts in their historical and contemporary forms. The class is also intended to promote visual and contextual knowledge of art from various cultures, to encourage the pursuit of quality through experimentation and purposeful creative work in various expressive media, and to enable students to learn about themselves and others through individual and, where appropriate, collaborative engagement with the visual arts.

The course at Higher Level has two compulsory parts:

- Practical exploration and artistic production through studio work
- A research workbook containing independent critical research and analysis, visual and written, in more than one culture

The Standard Level course is made up of the same compulsory parts but students may choose Option A in which studio work is emphasized, for students with creative and imaginative abilities, or Option B for students whose interest in art is mainly critical, cultural, and historical and in which the Research Workbook is emphasized.

CORE REQUIREMENTS

IB Theory of Knowledge

11th and 12th Grades

(3 hours per week)

The two-year Theory of Knowledge course aims to help students critically integrate the diverse fields of study that they have been engaged in for their entire scholastic careers. Indeed, TOK is seen as the conceptual center of the IB six-subject hexagon. Though not a text-based philosophy course, TOK is best described as an investigation into how we know what we know. By looking through the lenses of ethics, mathematics, science, history, reason, art, etc, students are encouraged to see the ultimate act of integration that is human knowledge. At least one paper (1,200–1,600 words) on a prescribed topic and one oral presentation are required.

Extended Essay An Independent Study

The IB Extended Essay is a 4,000 word research paper on an academic topic. The subject must fall under the umbrella of one of the IB subjects. Students work with a mentor teacher and are encouraged to use an outside library for sources and evidence. In some disciplines, students must produce and/or manipulate their own data. The experience of research methodology is the main thrust of the Extended Essay. Accordingly, more than 60% of the final marks are awarded for format including: research question, abstract, critical reflection with regard to conclusions, citations and formal bibliography.

The titles listed below demonstrate the range of topics chosen by our students:

- Transportation of water in the Sahara
- Affects of aerodynamics on airplane wings
- American foreign policy in the 1960s
- The role of murder in the downfall of the Romanovs
- Gender and fashion in the 20th century
- The evolving image of vampires in literature
- Self expression through the medium of art
- Images of Children in the Industrial Age

COMMUNITY SERVICE AND CAS

For students pursuing the full IB diploma, there is an official CAS requirement of 150 hours. (Students in the French Baccalaureate program do not have the same official requirement, but are strongly encouraged to do community service, particularly if they plan to apply to American universities). Each category requires 50 hours by the end of the program. Students are required to write about each community service project they do and then to write a final reflection at the end of 12th grade. For all students, community service hours completed during the summer preceding the school year can be included in the count.

Students can do as much of any one activity as they want, but they do need acquire a minimum of 50 hours in each area of CAS in the 11th and 12th grades.

The CAS Coordinator logs Community Service and CAS hours on report cards for all grade levels. Students are asked to keep records in their community service or CAS notebooks, and get the signature of an adult supervisor to verify their hours of participation.

In the high school, part of the expectation is that students will use their own initiative to identify what activities and projects they'd like to pursue, either alone or with a group, and many students and various highly active student community service clubs, such as "Bake for Lives" and "The Hope Society," are doing just that.

In order to determine whether or not an activity qualifies as CAS, the International Baccalaureate Organization suggests that the students ask themselves the following questions:

- Is the activity a new role for me?
- Is it a real task that I am going to undertake?
- Does it have real consequences for other people and for me?
- What do I hope to learn from being involved?
- How can this activity benefit other people?

Part of the goal of the program is to encourage students to investigate new kinds of experiences. They are, however, encouraged to pick at least one or two projects each year that require a longer and deeper commitment.

The CAS requirement helps students become well balanced; it moves education beyond the classroom to help students connect with the broader world and move on their path toward becoming concerned, productive global citizens; it provides opportunities for them to develop new skills and go beyond their habitual activities.

Dallas International School Accreditations

- The Mission Laïque Française Network of Schools
- The French Ministry of National Education
- The International Baccalaureate Organization
- The Independent Schools Association of the Southwest
- The Association of French Schools in America
- Centre International d'Études Pédagogiques

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