

High School Course Catalog

2025-2026





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High School Course Catalog Overview

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High School Middle Years Program (MYP) Courses (Grades 9 and 10)

All high school MYP students are expected to take a course in group 1 (English), group 3 (Individuals and Societies), group 4 (Sciences), group 5 (Mathematics), group 6 (Arts), at least one elective course, and physical education. Most students will take a group 2 (language acquisition course), but if there is no prior experience in the study of world languages, they may opt to take an additional elective course before taking their two years of language in grade 11 and 12.



High School Diploma Program (DP) Courses (Grades 11 and 12)

All high school DP students are expected to take a course in group 1 (English), group 2 (Language Acquisition), group 3 (Individuals and Societies), group 4 (Sciences), group 5 (Mathematics), and DP Core. Group 6 (Arts) is optional. If a student does not take a group 6 class, they must take an additional group 3 or group 4 class. Gr 11 students take one elective course and gr 12 students have a study hall course with an assigned teacher.

Group 1 - Language and Literature

Overview:

Riverstone's English Department strives to help students become better readers, writers, listeners, speakers, and thinkers. The curriculum design and instruction are based on the belief that incisive questions have a value greater than the mere clarity of their answers.



Through this philosophy, students are helped to see the merit of inquiry and reflection. A strong foundation in writing conventions such as grammar, vocabulary, mechanics, and style is also an integral part of students' intellectual development. RIS students are consistently encouraged to improve their writing through proofreading, editing, and revision. Through the internationally published MYP Language and Literature Criteria, grades 6-10 students are assessed on the following areas: analyzing, organizing, producing text, and using language.

Students respond to literature through oral and written communication, enabling them to develop and refine their command of the English language. They read novels, poetry, and drama from a diverse range of authors, cultures, and time periods, in order to understand how literature can be both a mirror and a magnifying glass — reflecting and focusing us on aspects of our own identities as well as the world around us.

International students for whom English is not their first language will be dual enrolled in the appropriate English class for their grade level while also receiving English support through our English B Language acquisition course. In our experience, students will develop their English skills at a faster rate through immersion with their peers engaging in English discussion rather than in a separated environment.

Group 1 - Language and Literature			
<div>High School</div> <div>—</div> <div>Grade 9-12</div> <div><i>*English B is an additional course offered in all grades 9-12 for English Language Learners (ELL) students.</i></div>	Gr 9	English 9	
	↓		
	Gr 10	English 10	
	↓		
	Gr 11	DP English HL	Student-Support Self Taught (SSST) as Native Language A
	↓		
Gr 12	DP English HL	Student-Support Self Taught (SSST) as Native Language A SL	

English 9

Teacher: Brett Lofgren



English 9 is a course designed to build upon the Middle School curriculum and to develop the more challenging reading, writing, and critical thinking skills demanded of the International Baccalaureate program. Students read and analyze *Animal Farm*, *Romeo and Juliet (No Fear Shakespeare)*, *Lord of the Flies*, and *The Complete Maus*. Despite the differences in style, voice, and genre, these units share common themes centered on free will, fate, and the evolution of one's own identity. Class discussions compel students to ponder how cultural, religious, and political contexts affect the development of the individual and of society. Written assessments include formal essays, personal reflections, persuasive speeches, and various creative pieces. The writing curriculum is enhanced through regular lessons and assessments on grammar, mechanics, and vocabulary.

English 10

Teacher: Brett Lofgren or Francesca Hufnagel

English 10 is the last course of the International Baccalaureate Middle Years Program, ultimately preparing students for the rigors of the two-year Diploma Program. The curriculum includes *Balzac and the Little Chinese Seamstress*, *Frankenstein: Or, The Modern Prometheus: 1831 Edition*, *A Doll's House*, and *The Complete Persepolis*. As students read and analyze these texts on the turbulent intersections of identity and fate, they make connections to past works and to their own lives. They also learn to trace the development of recurring themes, narrative perspectives, and literary devices that transcend genre, time, and culture. The course provides a range of opportunities for oral and written expression, including tests, essays, dramatic scenes, Socratic seminars, and debates. The curriculum is supplemented by regular lessons and assessments on grammar and vocabulary.

English B

Teacher: Francesca Hufnagel

For English language learners, students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

- Receptive skills: Students understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts; they understand fundamental elements of literary texts such as theme, plot and character. They analyze arguments, distinguishing main points from relevant supporting details and explanations. They use a variety of strategies to deduce meaning.
- Productive skills: Students present and develop their ideas and opinions on a variety of topics, both orally and in writing. They construct and support arguments with explanations and examples. They speak and write at length, and with purpose, in



- order to meet a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying, evaluating.
- Interactive skills: Students initiate, maintain and close oral exchanges, displaying some ability to make adjustments in style or emphasis. They use a variety of strategies to maintain the flow of conversations and discussions on a variety of topics relating to course content and the culture(s) of the target language. Students are adept in negotiating meaning and fostering communication.

DP English 11 HL

Teacher: Shadrach Pilip-Florea

This course is the first half of the rigorous IB English A Language and Literature Higher Level course. Readings are split evenly between literary texts - *Consolations of Philosophy* by Alaine De Botton, *SlaughterHouse 5* by Kurt Vonnegut, *The Visit* by Friedrich Dürrenmatt, and *Persuasion Nation* by George Saunders - and non-literary texts chosen from multiple sources, genres, and media, such as product and service advertisements, political campaigns, blogs, speeches, essays, diaries, films, editorial cartoons, social media, opinion columns, newspaper articles, interviews, public service announcements, websites, letters, and song lyrics. While reading, students are regularly annotating as well as crafting analyses for homework and in-class assessments. Students also complete a variety of writing tasks for the IB Portfolio, including reflective statements, responses to texts, directed creative pieces, and self-assessments. At the end of the year, students deliver the IB oral, a fifteen-minute recorded oral exam, analyzing two texts through the focus of a shared issue of global significance.

DP English 12 HL

Teacher: Shadrach Pilip-Florea

This course is the second half of the IB English A Language and Literature course. Readings are split evenly between literary texts — *The God of Small Things* by Arundathi Roy, *The World's Wife* by Carol Ann Duffy, *Chronicle of a Death Foretold* by Gabriel Garcia Marquez, and *Born a Crime* by Trevor Noah — and non-literary texts chosen from multiple sources, genres, and media, such as product and service advertisements, political campaigns, blogs, speeches, essays, diaries, films, editorial cartoons, social media, opinion columns, newspaper articles, interviews, public service announcements, websites, letters, and song lyrics. While reading, students are regularly annotating and sharpening their abilities to recognize and analyze recurring themes, styles, narrative identities, and authorial choices that transcend culture, genre, and time period. Students strive to exhibit mastery through the research and writing of the 1200-1500 word Higher Level Essay, focusing on a studied text, as well as their practices and completion of the two essays that comprise the final IB English exam: Paper 1, an analysis of two never-before-seen texts; and Paper 2, a comparison of two studied texts.

DP Student-Support Self-Taught (SSST) as Native Language A



Teacher: Mandarin - Meichun Lin; Spanish - Erin Zabukovec; German - Francesca Hufnagel; Other languages - Riverstone hires a self-taught online tutor in the home language.

The student-support self-taught course is intended for students that English is not their first spoken language. It is essential that students maintain rigor within their native language through interaction with literature. Students will work with a tutor either on campus or off (depending on language and availability) to develop a book list in which they will choose 9 different texts to span the objectives of the literature course. While reading, students are regularly annotating as well as crafting analyses for homework and assessments. Students also complete a variety of writing tasks for the IB Portfolio, including reflective statements, responses to texts, directed creative pieces, and self-assessments. At the end of the year, students deliver the IB Oral, a fifteen-minute recorded oral exam, analyzing two texts through the focus of a shared issue of global significance.

Group 2 - Language Acquisition

Overview:

All DP students at Riverstone are required to study a world language. However, if a student is joining in grade 9 with no prior language experience, they can choose to take Intro to Spanish (Ab Initio) 1, or wait until Grade 11 to begin their studies in language as an Ab Initio (from the start) student. We offer Language Acquisition classes in Spanish and Chinese (Mandarin). Additional language programs are available, taught by trusted external providers, and may require an additional tuition fee.

Group 2 - Language Acquisition - Spanish



Group 2 - Language Acquisition				
Spanish				
— High School — Grade 9-12 <i>*Language placement is based on experience and the student's AAPPL recommendation.</i>	Gr 9	Intro to Spanish (Ab Initio) 1	Spanish 2 Honors 9/10	Spanish 2 Intermediate 9/10
	↓			
	Gr 10	Intro to Spanish (Ab Initio) 2	Spanish 3 Honors 10	Spanish 3 Honors 10/11
	↓			
	Gr 11	DP Spanish Ab Initio 11 SL	DP Spanish B 11 SL or HL	
	↓			
	Gr 12	DP Spanish Ab Initio 12 SL	DP Spanish B 12 SL or HL	

Intro to Spanish (Ab Initio) 1

Teacher: Minerva Jarrell

This course covers a range of fundamental vocabulary and grammatical structures which will allow students to access the language throughout the rest of their school career. Students learn the Spanish alphabet and numbers, how to describe people and themselves, give opinions and express what they like or don't like to do, talk about food, and discuss their daily school schedules. Grammar includes the concept of feminine and masculine nouns, articles, plural, forming negatives, regular verbs in the present tense, and the irregular verbs "to have" and "to be" as well as the verbs like "gustar". Students start to learn a range of reading strategies, and to describe and respond to visual and written text. They start to produce language orally, working on intonation and pronunciation, and in writing within the conventions of a limited number of text types.

Intro to Spanish (Ab Initio) 2

Teacher: Minerva Jarrell

This course builds upon the material covered in Intro to Spanish I. Topics covered include, towns, shopping, and finding one's way around, planning a party, sports and leisure



activities, exploring amusement parks, daily routine, and talking about vacations. Grammar includes conjugation of regular and irregular verbs and making negative statements. Reflexive verbs are introduced, and possessive adjectives and numbers are reviewed. The preterite tense is introduced, as well as the immediate future. Students continue to gain the skills they need to make comparisons between their original culture and those of the Spanish-speaking world. They also gain a better understanding of writing with a sense of audience, purpose, and context and begin to practice using a variety of text types.

Spanish 2 Honors 9/10

Teacher: Minerva Jarrell

Spanish 2 Honors 9/10 is a prerequisite for Spanish 3 Advanced 10. This course is designed to give students the opportunity to communicate in the target language as well as continue to develop world language skills in listening, speaking, reading, and writing. Students in Spanish 2 Honors will develop and expand upon their prior knowledge and communicative skills at their own pace but, with a common goal. At the conclusion of Spanish 2 Honors 9/10, all students will be able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in both the present and past tenses of the target language.

Spanish 2 Intermediate 9/10

Teacher: Minerva Jarrell

Spanish 2 intermediate is for grade 9 and 10 students that will need additional support going into the Diploma Program. Students in this course will be on the path to progress into DP standard level Spanish for grade 11 and 12. It follows a similar curriculum to the honors course, but will address topics at a more basic level moving through the foundations slower. The course is designed to give students the opportunity to communicate in the target language as well as develop world language skills in listening, speaking, reading, and writing. Students in Spanish 2 Intermediate will develop upon their prior knowledge and communicative skills at their own pace with a common goal. At the conclusion of Spanish 2 Intermediate 9/10, all students will be able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in both the present and past tenses of the target language.

Spanish 3 Honors 10

Teacher: Erin Zabukovec

This course is a prerequisite for DP Spanish B 11 SL or HL. It encourages students to practice every element of the language skills to increase proficiency in speaking, listening, reading, and writing. The course also provides review and amplification of grammatical structures previously taught, and introduction to more advanced structural concepts with a focus on the use of the subjunctive. Students continue to advance their knowledge on culture, history, geography, and literature of Spanish-speaking authors. Honors students



also read, discuss, and analyze excerpts of literature, introducing themes, which will be studied in the IB program.

Students of Spanish 3 Advanced 10 will improve their reading comprehension through various types of selections including authentic materials, such as newspapers and magazine articles, as well as short stories written by famous Spanish and Latin-American writers. Students work individually and in groups to prepare oral presentations and written essays, which are evaluated internally using the MYP criteria.

DP Spanish B 11/12 SL or HL

Teacher: Erin Zabukovec

The course covers contemporary issues. Through these, students practice oral and written communication in preparation for the external IB exam in their senior year. Students produce a range of text types, such as a persuasive speech, journal entries, and articles. Students reach a high level of proficiency and are able to debate, analyze, and respond to a variety of visual and written texts.

Reading comprehension, listening comprehension, oral presentations, and class discussions are major aspects of the course, in addition to grammar review in order to hone skills. In this course, students also develop intercultural understanding and an awareness of language and the role of the relationship between language and the cultures they know and those they are learning about.

DP Spanish Ab Initio 11/12 SL*

Teacher: Erin Zabukovec

The DP Spanish Ab Initio course encourages the students to reflect on cultural values and behaviors in different ways. The course is divided into five broad themes, including identities, experiences, human ingenuity, social organization, and sharing the planet, all of which are well suited to fostering an international perspective. The Spanish Ab Initio course seeks to develop intercultural understanding and foster a concern for global issues, as well as to raise students' awareness of their own responsibility at a local level. Students learn to communicate using a wide range of vocabulary and structures. They organize their writing following the conventions for a number of text types, writing logical texts and expressing ideas and opinions. In oral activities, students are taught to express themselves using appropriate pronunciation and intonation.

*This course is for students without any experience in the language at all. If taken for two years starting in grade 9, students will be prepared to take DP Spanish B 11/12 SL.

Group 2 - Language Acquisition - Mandarin



Group 2 - Language Acquisition			
Mandarin			
<p>— High School — Grade 9-12</p> <p><i>*Language placement is based on experience and the student's AAPPL recommendation.</i></p>	Gr 9	Intro to Mandarin (Ab Initio) 1	Mandarin 2 Intermediate 9/10
	↓		
	Gr 10	Intro to Mandarin (Ab Initio) 2	Mandarin 3 Advanced 9/10
	↓		
	Gr 11	DP Mandarin Ab Initio 11 SL	DP Mandarin B 11 SL or HL
	↓		
	Gr 12	DP Mandarin Ab Initio 12 SL	DP Mandarin B 12 SL or HL

Mandarin 2 Intermediate 9/10

Teacher: Meichun Lin

Mandarin 2 Intermediate 9/10 is an advanced beginner course of Mandarin Chinese. The course is designed to further develop the language competence established in Mandarin B from Middle School and to advance students' knowledge of general grammar, vocabulary, and writing. The written and spoken aspects of the language are equally emphasized. General vocabulary and more complex grammar skills are developed. Students acquire competency to converse about food, shopping, restaurants, pastimes, the home, and the neighborhood. In addition, the students are introduced to the universe of Chinese culture including festivals, the calendar, traditional medicine, and cooking. Students are guided to identify the unique aspects of Chinese culture and to compare it to their own culture, thus helping them to develop critical thinking skills.

Mandarin 3 Advanced 9/10

Teacher: Meichun Lin

The Mandarin 3 Advanced 9/10 course aims to develop interpretive communication skills in Mandarin and builds on a solid foundation in character writing. The course emphasizes spelling with the Pinyin system, tone accuracy, character writing, and covers a range of



topics and grammar structures. In-class writing drills, vocabulary quizzes, and conversation practice are done on a regular basis. Online learning and computer-based learning activities are also given as a way to immerse the students in Chinese.

Intro to Mandarin (Ab Initio) 1

Teacher: Meichun Lin

Embark on an exciting linguistic journey in Intro to Mandarin (Ab Initio) 1. Tailored for students with no Mandarin experience, this course introduces the fundamentals of the language. Dive into basic communication skills, exploring topics like greetings, daily life, and cultural insights. Through engaging activities, students develop essential speaking, listening, reading, and writing skills. Emphasis on pronunciation and simplified Chinese characters ensures a strong foundation. The course fosters a supportive environment for beginners, laying the groundwork for further Mandarin studies and cultural exploration. Join the class in discovering the beauty and richness of the Mandarin language.

Intro to Mandarin (Ab Initio) 2

Teacher: Meichun Lin

Continue your Mandarin journey with Intro to Mandarin (Ab Initio) 2. Building on the foundations of the first year, this course expands language skills for students with introductory Mandarin experience. Explore more advanced topics, including everyday scenarios, travel, and cultural elements. Refine pronunciation, delve deeper into simplified Chinese characters, and enhance both spoken and written communication. Engage in interactive activities and projects designed to strengthen language proficiency. By the end of Grade 10, students will have progressed significantly in Mandarin, equipped with a broader vocabulary and increased confidence in navigating diverse language contexts.

DP Mandarin B 11 SL or HL

Teacher: Meichun Lin

Immerse yourself in the rich tapestry of Chinese language and culture with DP Mandarin B in Grade 11. This course is tailored for students with a foundation in Mandarin, aiming to deepen language proficiency and cultural insights. Students that have experience in similar languages, or have been immersed in speaking Mandarin but lack some writing skills will find success in this course. Emphasizing all language skills—listening, speaking, reading, and writing—students explore diverse themes, from contemporary issues to literature. Advanced grammar, nuanced vocabulary, and complex sentence structures are integral components. By the end of Grade 11, students will exhibit advanced language proficiency, cultural awareness, and the ability to navigate sophisticated linguistic contexts.

DP Mandarin B 12 SL or HL

Teacher: Meichun Lin



Embark on a linguistic and cultural journey in DP Mandarin B for Grade 12, designed to refine and elevate language proficiency. Building upon the skills developed in previous years, students delve into advanced topics, including literature, contemporary debates, and cultural nuances. The focus on listening, speaking, reading, and writing ensures a holistic language experience. Mastery of sophisticated grammar, expanded vocabulary, and nuanced expression becomes the cornerstone. Assessments challenge students with complex projects, research, and presentations, cultivating advanced language competencies. By the conclusion of Grade 12, students emerge with a heightened command of Mandarin, cultural fluency, and the ability to engage in high-level discourse.

DP Mandarin Ab Initio 11/12 SL

Teacher: Meichun Lin

Discover the fundamentals of Mandarin Chinese in DP Intro to Mandarin Ab Initio. This course is geared toward students with little to no Mandarin, or similar, language experience. It introduces students to essential language skills, focusing on speaking, listening, reading, and writing. Explore topics like greetings, daily routines, and family while developing practical communication abilities. Immerse yourself in Mandarin culture, understanding traditions, customs, and contemporary society. Emphasis is on pronunciation, vocabulary, and basic language structures.

Group 2 - Language Acquisition - Other Languages



Group 2 - Language Acquisition			
Electives			
— High School — Grade 9-11	Gr 9 or 10	German Year 1 (IDLA)	American Sign Language Year 1 (IDLA)
	↓		
	Gr 10	German Year 2 (IDLA)	American Sign Language Year 2 (IDLA)
	↓		
	Gr 11	DP French Ab Initio 11 SL (Pamoja)	
	↓		
	Gr 12	DP French Ab Initio 12 SL (Pamoja)	

German (IDLA)

Teacher: Online teacher through IDLA with support from a Riverstone teacher in class

Dive into German on IDLA's online platform. Master language essentials with interactive modules, progress at your pace, and receive feedback from the online teacher. From greetings to fluency, join a global community for an engaging, personalized learning journey. Students will acquire basic German skills through IDLA. Students in this course will attend a class section monitored by a teacher at Riverstone, but will largely be self-directed in their learning. This course requires a student that is self-motivated and able to monitor their time well.

American Sign Language (IDLA)

Teacher: Online teacher through IDLA with support from a Riverstone teacher in class

Online American Sign Language Course is offered through IDLA. In this course, students will learn the fundamentals of ASL, engage with interactive lessons, and enhance communication through a visual language. Students in this course will attend a class section monitored by a teacher at Riverstone, but will largely be self-directed in their learning. This course requires a student that is self-motivated and able to monitor their time well.

DP French Ab Initio 11/12 SL (Pamoja)



Teacher: Learning occurs through the IB's online platform, Pamoja, with no official assigned online teacher, but support from a Riverstone teacher in class.

This course offers a dynamic approach to language acquisition, blending interactive lessons and expert guidance. This course is available to students with little to no experience in French. Pamoja is the only online platform certified to offer IB Courses. Students in this course will attend a class section monitored by a teacher at Riverstone, but will largely be self-directed in their learning. This course requires a student that is self-motivated and able to monitor their time well.

Group 3 - Individuals and Societies

Overview:

Riverstone's Individuals and Societies classes encourage students to respect and understand multiple perspectives on historical and contemporary issues. In this way, teachers work toward the IB mission to help students see how "other people, with their differences, can also be right." To facilitate this mission of open-mindedness, we use an inquiry approach. Teachers empower students to investigate historical trends and key concepts such as change, systems, and global interaction. Students learn to research, write, present, organize ideas, and develop time management skills. Through the internationally published MYP Individuals and Societies Criteria, grades 6-10 students are assessed on the following areas: knowing and understanding, investigating, communicating, and thinking critically.

Group 3 - Individuals and Societies				
<p>— High School — Grade 9-12</p> <p><i>*Two of the three core humanities classes must be taken in grade 9 and 10.</i></p>	Gr 9 or 10	US History	World History	Psychology
	↓			
	Gr 11	DP Global Politics 11 SL or HL	DP World Religions 11 SL	DP Psychology 11 SL or HL
	↓			
	Gr 12	DP Global Politics 12 SL or HL	DP World Religions 12 SL	DP Psychology 12 SL or HL



US History

Teacher: Courtney Maxwell-Shey

In this course, students will engage with coursework designed to unravel the intricate tapestry of America's past. Through four highly rigorous units, students will dive into the roots of the U.S government, explore the revolutionary and divisive periods of the American Revolution and Civil War, navigate and understand the 1900's decades and their transformative nature, and end by completing a comprehensive analysis of the complexities of modern US history. Throughout the course, students will continually enhance these essential skills; communication, knowledge acquisition, investigation, and critical thinking. Students will not only gain a deep appreciation for the journey of America but will develop the skills necessary for thoughtful citizenship in our ever evolving world.

World History

Teacher: Erica Serros

In this course, students explore global history by focusing on concepts of identity and change. The course is built around the units "What and Why Study History and Societies", "Global Interactions", "Change", "Aesthetics", and "Time, Place and Space". For each unit, students will closely examine a specific case study on the theme as a class before choosing another case study to pursue and share in group research. During the course, students will engage with primary and secondary sources, practice the skills of historical thinking, and learn the art of historical argumentation and analysis.

Psychology

Teacher: TBD

Students in psychology will explore the ideas, theories, and methods of the scientific study of behavior and mental processes. They will examine the concepts of psychology through reading and discussion and analyze data from psychological research studies. The skills that are addressed include the ability to connect psychology concepts and theories to real- life scenarios, understanding and interpreting data in social sciences, and analyzing research studies in psychology. Students will explore the biological bases of behavior, sensation and perception, learning, and cognitive processes.

DP Global Politics 11 SL or HL

Teacher: Erica Serros

The first year of the International Baccalaureate Diploma Programme (IB DP) Global Politics course is an immersive exploration of political concepts and international relations. Students delve into key topics such as power, sovereignty, human rights, and development, gaining a nuanced understanding of global issues. The curriculum encourages critical thinking and analysis, fostering an appreciation for diverse perspectives. Students engage in in-depth research, honing their skills in evaluating sources and constructing



well-reasoned arguments. The course also emphasizes the development of research and communication skills, preparing students for the demands of the second year. Overall, the first year sets a solid foundation for comprehensive political understanding and academic excellence.

DP Global Politics 12 SL or HL

Teacher: Erica Serros

In the second year of the IB DP Global Politics course, students build upon the foundational knowledge acquired in the first year to explore more complex and specialized aspects of global affairs. The curriculum delves into specific regions and issues, fostering a deeper understanding of geopolitical dynamics. Advanced topics such as global governance, environmental politics, and conflict resolution are addressed, challenging students to analyze intricate scenarios and propose informed solutions. The year culminates in the completion of an independent research project, allowing students to showcase their expertise on a chosen topic. By the end of the second year, students emerge with a comprehensive grasp of global political complexities and the skills needed to navigate and contribute to the evolving international landscape.

DP World Religions 11 SL

Teacher: Josh Udesen

The IB DP world religions course is a systematic, analytical yet empathetic and respectful study of the variety of beliefs and practices encountered in some of the main religions of the world. Religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others. In the first year of IB World Religions students will first focus on building an understanding of the idea of what a religion is. This introduction allows for an inquiring, analytical and empathetic approach to the study of religion throughout the two year course. Students will also build a strong framework of how to write and respond to abstract concepts building an organized and focused method to answer difficult questions. In the first year the religious studies will focus on the study of Hinduism, Jainism, Buddhism and Taoism. During the second semester students will also be introduced to the framework, structure and relevance of research on a religious practice or belief of their choice. This independent study will provide the foundation for the Internal Assessment research they will complete for submission to the IB during their senior year.

DP World Religions 12 SL

Teacher : Josh Udesen

In the second year of IB DP World Religions students will continue to build and refine the framework and approach developed in the first year to embark on an in depth study of Judaism, Christianity and Islam. For each religion students will continue to build an



understanding of the religious beliefs, rituals and practices of each faith with a more focused and refined ability to write and explain complex concepts and nuanced interpretations. Furthermore, during the first semester students will begin, develop and complete their independent research component (IA) for the IB that is focused on the independent study of a research question each student creates based on their interests. As the four semester class enters the final semester students will review, refine and enhance their writing and analysis in order to prepare for the assessments which involve critical analysis of the religious texts from five different religions and developing evaluative responses to two involved and detailed essay prompts.

DP Psychology 11 SL or HL

Teacher: Courtney Maxwell-Shey

In the first year of IB DP Psychology at Riverstone International School, students immerse themselves in the fascinating study of the human mind and behavior. Exploring fundamental psychological theories, research methods, and key concepts, the curriculum establishes a sturdy foundation for further inquiry. Through dynamic discussions, hands-on experiments, and insightful case studies, students hone analytical skills and develop a critical understanding of psychological phenomena. The coursework encourages active participation and curiosity, nurturing a keen interest in unraveling the intricacies of human cognition and behavior. By the end of the initial year, students possess a solid psychological groundwork, paving the way for advanced exploration in the second year.

DP Psychology 12 SL or HL

Teacher: Courtney Maxwell-Shey

In the second year of IB DP Psychology at Riverstone International School, students deepen their understanding of the intricacies explored in the first year. Delving into advanced psychological theories, the curriculum addresses specialized topics such as abnormal psychology, developmental psychology, and health psychology. Engaging in more sophisticated discussions, students analyze real-world applications of psychological concepts. A significant component of the second year is the Internal Assessment, where students design and conduct their own psychological research. This hands-on project allows them to apply theoretical knowledge to practical scenarios, fostering independent inquiry skills. By the end of the course, students emerge with a comprehensive grasp of psychology and a completed Internal Assessment showcasing their research prowess.

Group 4 - Sciences

Overview:

At Riverstone, the study of science is a balanced learning experience in which the interests and abilities of every student are supported and developed. Along with an understanding of scientific concepts and processes, we also emphasize opportunities for creativity and the



development of individual interests. Whether through structured inquiry in the classroom, electives or extra-curricular clubs and competitions, our students have many avenues for individual expression and collaboration with peers. Such activities fit within the larger IB science curriculum model in which the scientific method is a way of thinking, science is a way of knowing, and the student as a scientist is developing as an international citizen. Whether this citizen becomes a researcher, engineer, or does not pursue science studies, our aim is that they will be a scientifically and technologically literate member of society who forms opinions supported by evidence and reason, and who takes action ethically and responsibly. Through the internationally published MYP Sciences Criteria, grades 6-10 students are assessed on the following areas: knowing and understanding, inquiring and designing, processing and evaluating, and reflecting on the impacts of science.

Group 4 - Sciences				
<p>— High School — Grade 9-12</p> <p><i>*Two of the three core science classes must be taken in grade 9 and 10.</i></p>	Gr 9 or 10	Chemistry	Biology	Physics
	↓			
	Gr 11	DP Chemistry 11 SL or HL	DP Biology 11 SL or HL	DP Physics 11 SL or HL
	↓			
	Gr 12	DP Chemistry 12 SL or HL	DP Biology 12 SL or HL	DP Physics 12 SL or HL

Chemistry

Teacher: Therese Francomb

MYP Chemistry focuses on “Chemistry in the Community” and connects chemistry concepts to the every-day world. Starting with understanding how the world is constructed on an atomic scale, students learn how tiny atomic constituents bond to form larger materials with specific properties and how people can use this understanding of matter to impact the world in a variety of ways (i.e. politically, socially, environmentally). Students study the chemistry of gasses and Earth’s atmosphere, chemical reactions that break bonds, form bonds, and release energy, and the chemistry of water - arguably Earth’s most valuable resource. Throughout the course, students will apply their MYP math skills to master conversions, manipulate equations, and calculate chemical quantities. Overall, this course emphasizes discovery and investigation through lab work, and students will finish the year by choosing a topic of personal interest and conducting an independent lab investigation.



Biology

Teacher: Josie Ammerman

This course provides an introduction to the unity and diversity of life from the molecular to the community level from an evolutionary perspective. It focuses on the interrelationship between the structure and function of living things along with an exploration of the effects of human interaction with the natural environment. This course provides students an opportunity to develop an appreciation for how the scientific process works, particularly how hypotheses and theories are developed and how conclusions are made, and an awareness of what is “known” is under continual revision. It will provide an introduction to laboratory skills, including experimental design, data collection and analysis, and interpretations of results.

Physics

Teacher: John Gaalaas

This introduction to physics serves as a bridge between Middle Years sciences and Diploma Program physics. We study an introduction to Kinematics, Forces and Newton’s Laws, Work, Energy & Power, and Momentum. Conservation Laws form an overarching theme and provide a basis for a mathematical treatment of simple physical situations. Hands-on investigations feature a combination of children’s toys and sports objects as well as modern electronic sensors and computer interfaces. Physics 10 Standard will help students to develop math and problem solving skills that are crucial for the DP Physics course in grades 11 and 12. Students in Physics 10 will be prepared to enter DP Physics at the Standard Level.

DP Chemistry 11 SL or HL

Teacher: Therese Francomb

DP Chemistry is an experimental science that combines academic study with the acquisition of practical and investigative skills. Emphasizing critical thinking, students explore the relationships between theory, practical application, and real-world scenarios. Overall, the two-year course is structured around two organizing topics: structure and reactivity. Students will investigate the idea that structure determines reactivity, which in turn transforms structure. Throughout the year, students investigate qualitative aspects of matter as well as apply mathematical formulas to determine quantitative results. Higher level (HL) and standard level (SL) are integrated throughout the year but differ by the recommended teaching hours, depth of the material, required study, and complexity of laboratory investigations. After mastering the basics of the nature of matter, chemical bonding, and molecular structure and chemical reactions, students will be ready for 12th grade which focuses on more complex structures of matter and reactions. Learning is periodically assessed through formative quizzes, IB-style exams, and laboratory work.



DP Chemistry 12 SL or HL

Teacher: Therese Francomb

12th Grade chemistry continues with integrated SL and HL coursework but the focus has now advanced to more complex molecules and reactions. Through hands-on experiments and interactive learning, students will calculate quantitative values in chemical reactions, predict chemical change, and explain reaction mechanisms. Emphasizing experimental techniques and scientific inquiry, students gain the laboratory skills necessary to design their own personalized research experiment called the Internal Assessment. In this process, students design and conduct an experiment, analyze data, and draw conclusions independently as they explore a specific area of interest within the realm of chemistry. By the end of the course, students will have developed a highly networked understanding of chemistry as well as a completed Internal Assessment showcasing their scientific inquiry capabilities. DP Chemistry will set the stage for more advanced studies, providing students with a solid framework to navigate the complexities of college curriculum.

DP Biology 11 SL or HL

Teacher: Josie Ammerman

In Grade 11 at Riverstone International School, the IB DP Biology course offers a captivating journey into the intricate world of living organisms. Exploring themes such as cell biology, genetics, and ecology, students delve into the fundamental principles that govern life. Through engaging lectures, hands-on experiments, and interactive discussions, students develop a solid foundation in biological concepts. The curriculum fosters a holistic understanding of the interconnectedness of living systems and encourages critical thinking. By the end of the first year, students emerge with a profound appreciation for the complexity of life, laying the groundwork for further exploration in the second year of DP Biology.

DP Biology 12 SL or HL

Teacher: Josie Ammerman

In Grade 12 at Riverstone International School, the IB DP Biology course elevates to Higher Level, delving into advanced biological concepts such as human physiology, ecology, and genetics. The curriculum emphasizes in-depth exploration and critical analysis of complex biological systems. A significant highlight is the Internal Assessment, where students conduct a rigorous independent research project. This hands-on experience allows them to apply theoretical knowledge to investigate a specific biological question, showcasing their scientific inquiry skills. By engaging with Higher Level content and the Internal Assessment, students culminate their DP Biology journey at Riverstone with a profound understanding of intricate biological processes and advanced research



capabilities. Students that enroll in Standard Level Biology will continue to build on the foundational knowledge of junior year while spending more time focused on the Internal Assessment.

DP Physics 11 SL or HL

Teacher: John Gaalaas

In Grade 11 at Riverstone International School, the IB DP Physics course provides a comprehensive exploration of the fundamental principles that govern the physical world. Aligned with the IB learning objectives, students delve into topics such as mechanics, thermodynamics, and electromagnetism. Through theoretical discussions, practical experiments, and collaborative projects, students develop a deep conceptual understanding of physics concepts. The course aims to cultivate critical thinking, problem-solving skills, and the ability to apply theoretical knowledge to real-world situations. Students will primarily engage in the Standard Level content during junior year developing the foundation should they choose to take Higher Level physics senior year. Grade 11 Physics sets the stage for a rigorous second year of DP Physics at Riverstone International School.

DP Physics 12 SL or HL

Teacher: John Gaalaas

In Grade 12 at Riverstone International School, the IB DP Physics course advances with a focus on higher-level content, catering to the diverse needs of students. Higher Level students delve into complex topics such as quantum and nuclear physics, relativity, and particle physics, pushing the boundaries of their understanding. Meanwhile, Standard Level students consolidate their foundational knowledge, reinforcing their grasp on mechanics, thermodynamics, and electromagnetism. Practical experiments, collaborative projects, and theoretical discussions continue to refine critical thinking and problem-solving skills. This dual approach ensures that both Higher Level and Standard Level students are well-prepared for the challenges of the IB DP Physics examination and equipped with a solid understanding of physics principles.

Group 5 - Mathematics

Overview:

The ultimate goal of the Mathematics Department is for students to gain a thorough understanding of the key concepts in math and to be able to apply these concepts at the level appropriate to their mathematical development and aptitude. Students are expected to know and use mathematical concepts and skills appropriately. Students are encouraged to develop computational and manipulative skills that will help them in all aspects of problem solving. Whenever possible, students will appreciate the cultural and utilitarian aspects of mathematics and its applicability to other subjects and everyday life. Through



the internationally published MYP Mathematics Criteria, grades 6-10 students are assessed on the following areas: knowing and understanding, investigating patterns, communicating, and applying mathematics in real-life contexts.

Our math teachers understand the learning needs of our students and employ different techniques to accommodate different backgrounds and cater to their learning styles. We strive to make our courses enjoyable, accessible, and appropriately challenging for each student. At all levels, the focus is to enhance students' problem solving skills and develop their analytical abilities.

Group 5 - Mathematics				
<p>— High School — Grade 9-12</p> <p><i>*Students may move more quickly through this progression and begin DP AI as early as grade 9.</i></p>	Gr 9	Integrated Math 1	Integrated Math 2	Pre-AA Math
	↓			
	Gr 10	Integrated Math 2	Pre-AA Math	
	↓			
	Gr 11	DP Applications and Interpretations (AI) 11 SL	DP Analysis and Approaches (AA) 11 SL or HL	
	↓			
Gr 12	DP Applications and Interpretations (AI) 12 SL	DP Analysis and Approaches (AA) 12 SL or HL	Calculus 3	

Integrated Math 1

Teacher: Matthew Arnold

The first part of this course focuses on the rules of mathematics, providing students with the skills needed for future mathematics courses. Students focus on solving and graphing linear equations and inequalities, as well as polynomials.

The course then transitions to Geometry with a focus on the theorems of Euclid, emphasizing concepts and properties related to these theorems in conjunction with applications to real-world problem solving. Students start this portion of the course by strengthening their mathematical language skills, then transitioning to the study of triangle



properties. They are then introduced to the three basic trigonometric ratios and their applications. Students work on problems involving two and three-dimensional objects and the calculation of area, surface area, and volume. Toward the end of the course, students will investigate deeper algebraic expressions through expansions of binomials and factorizations, finally finishing with basics in coordinate geometry.

Integrated Math 2

Teacher: Matthew Arnold

The Math II course allows students to develop an understanding of mathematical concepts and principles and apply their skills to solve problems related to real-world contexts. The curriculum includes algebraic systems of equations and inequalities, sequences and series, direct and inverse variation, statistics, probability, permutations and combinations, and the study of various types of functions. The course concludes with a study of trigonometry, focusing on triangle trigonometry, trigonometric identities, and trigonometric graphs. In the last math of MYP, there is emphasis placed on building skills needed to prepare students for a smooth transition to the Diploma Program.

Pre-AA

Teacher: Noah Salzman

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. The course also has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. It is expected that most students in this course will be enrolled in Mathematics Analysis and Approaches in the diploma program and test at the Higher Level (HL) in their senior year.

DP Math Application and Interpretations (AI) 11/12 SL

Teacher: Noah Salzman

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop



mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

DP Math Analysis and Approaches (AA) 11/12 SL or HL

Teacher: Matthew Deren

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Distinction between HL/SL

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns.

Students who wish to take Mathematics: analysis and approaches at a higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Calculus 3

Teacher: Matthew Deren

Our Calculus Volume 3 course adheres to the scope and sequence of most general calculus courses found at the collegiate level. We have worked to make calculus interesting and accessible to students while maintaining the mathematical rigor inherent in the subject. With this objective in mind, the content of the three volumes of Calculus have been developed and arranged to provide a logical progression from fundamental to more advanced concepts, building upon what students have already learned and emphasizing connections between topics and between theory and applications. The goal of each section is to enable students not just to recognize concepts, but work with them in ways that will be useful in later courses and future careers. The organization and pedagogical features were developed and vetted with feedback from mathematics educators dedicated to the project.

Prerequisite: Completion of 1 year of Math Approaches and Analysis.

Group 6 - Fine Arts



Overview

The High School IB Fine Arts Program offers a comprehensive and enriching artistic journey, fostering creativity, expression, and cultural appreciation. The curriculum emphasizes critical analysis, encouraging students to explore the socio-cultural significance of art. Through interdisciplinary projects, students collaborate, honing their communication and presentation skills. The High School IB Fine Arts Program not only nurtures talent but also cultivates a lifelong passion for artistic expression.

Group 6 - The Arts					
<p>— High School — Grade 9-12</p> <p><i>*Gr 9 and 10 arts placement will be based on experience.</i></p>	Gr 9	Intro to Visual Arts	Visual Arts Intermediate	Intro to Music	Music Intermediate
	↓				
	Gr 10	Visual Arts Advanced 10	Visual Arts Intermediate	Intro to Music	Music Intermediate
	↓				
	Gr 11	DP Visual Arts 11 SL or HL		DP Music 11 SL or HL	
	↓				
	Gr 12	DP Visual Arts 11 SL or HL		DP Music 11 SL or HL	

Intro to Visual Arts

Teacher: Kate Masterson

Explore the world of creativity and self-expression through the lens of visual arts in this dynamic course designed for students in grades 9 and 10. This introductory program aims to foster a deep appreciation for various art forms while nurturing the development of fundamental artistic skills.

Throughout the course, students will embark on a journey that covers the essential elements of visual arts, including drawing, painting, sculpture, and digital media. Guided



by an experienced instructor, learners will engage in hands-on projects that encourage experimentation and the exploration of diverse artistic styles

Visual Arts Intermediate

Teacher: Kate Masterson

Prerequisite: Intro to Visual Arts

Take your artistic journey to the next level with the Intermediate Visual Arts course designed specifically for students in grades 9 and 10. Building on the foundational skills acquired in the introductory course, this program encourages students to delve deeper into their creative potential and express themselves with increased sophistication.

Throughout the course, students will engage in a more comprehensive exploration of various art forms, emphasizing a balance between traditional and contemporary approaches. Students will undertake challenging projects that encourage critical thinking, experimentation, and the development of a unique artistic voice.

Intro to Music

Teacher: Gerardo Pachecho

The Middle Years Program (MYP) Introductory High School Music Course invites students on a vibrant journey through the world of music. Exploring the fundamental elements of note reading, rhythm and meter, diatonic harmony, major and minor tonalities, notation software and intro to keyboard theory students cultivate a deep appreciation for diverse musical genres. Students apply their theory and harmony knowledge by researching, creating and performing short pieces of work in class. The course fosters collaborative skills through ensemble activities and encourages critical listening. Rooted in the MYP framework, it aims to nurture not only musical talents but also a broader understanding of the cultural and historical contexts that shape the universal language of music.

Music Intermediate

Teacher: Gerardo Pachecho

Prerequisite: Intro to Music

The Sophomore Intermediate Music Course in the Middle Years Program (MYP) builds upon foundational musical concepts, offering a dynamic exploration for high school sophomores. Students delve deeper into music theory, rhythmic dictation, and intro to ear training and sight singing. Practical application takes center stage as they advance their skills in playing instruments and/or vocal techniques. The course promotes a nuanced appreciation for musical genres and historical contexts, encouraging students to analyze and interpret music critically. Ensemble performance allows the students to develop their collaborative skills. Rooted in the MYP principles, this course not only enhances musical



proficiency but also deepens students' cultural awareness through the powerful medium of music.

DP Music 11/12 SL or HL

Teacher: Gerardo Pacheco

DP music focuses on four components: "Exploring Music in Context", "Experimenting with music", "Presenting Music", and "The contemporary music maker" (HL only).

Students will have three roles in each component (in the following order):

- As researcher: Researching musical and extra musical finds, scores, recordings, analyzing music aurally, identifying practices and conventions among other aspects.
- As creator: Students create short compositions that reflect the implications of their research. Creations can be done with the use of notation software, a digital audio workstation, or recorded with their own instruments.
- As Performer: Students performed and/or adapted compositions to their own instruments.

Through the research the student is able to identify and justify areas of inquiry to classify the music that goes from Socio cultural, music for stage, music for entertainment and dramatic impact and electronic music.

The contemporary music maker is a component only for HL students. This component culminates in a collaborative project that is inspired by real life practices in music making. The project brings together the roles and skills of researcher, creator and performer, as well as the processes of exploration, experimentation and presentation. Developing, realizing and sharing artistic intentions through practical music - making is at heart of this project.

DP Visual Arts 11 SL or HL

Teacher: Josh Udesen

IB Visual Arts 11 is the beginning of a two-year course where the students explore and expand their own art making practice, build a comprehensive portfolio of their own work and processes, understand what it means to be a working artist and refine their understanding of other art forms and artists. Because the class is two-years long, focused on independent and student driven exploration, the first semester is designed to build a clear understanding and appreciation for what it means to be a working artist and the requirements of the IB. The only guided lessons of the entire course occur in the first semester as students build a foundation of what the IB Visual Arts course entails and also, more importantly, builds a clearer understanding of what each student wants to pursue in their own artistic endeavors. In the second semester students will begin to embark on their own artistic explorations choosing media, styles and intent they are interested in. Over the first year students will keep an ongoing record of their artistic practice, pursuits and ideas.



These weekly reflections will eventually make up a large portion of the portfolio they will submit to the IB. Students will also begin the research component of the course involving the comparison of three different pieces of art with a focus on analysis, purpose, function and significance. Eventually this analysis will be submitted to the IB. As the first year ends students will begin to build work leading to the final exhibition they will show at the end of their senior year. By the end of the second semester each student has a clear understanding of what they want to pursue and how they want to get there.

DP Visual Arts 12 SL or HL

Teacher: Josh Udesen

In the second year of IB Visual Arts students will continue to build on the concept of what it means to be a working artist as they build and refine their Process Portfolio and really focus on what work they are developing and completing for their exhibition at the end of their senior year. Both SL and HL students complete the same required material and have a similar focus, but HL students are required to build a more robust portfolio, a more detailed analysis of artwork compared to their own and ultimately have more finished work to display for their senior exhibit. The bulk of the second year is independent work focused on following individual student artistic interest and intent. Each student is required to build a portfolio and exhibition work in 2-D, 3-D and lens / digital based media. HL students must have examples in each area and SL students must show investigation in two of the media styles, but each student can choose what interests them. As the two year class concludes both SL and HL senior students curate and design their own exhibition / art show with artist statements, displaying completed work with a clear theme that connects all of their work. The culminating group exhibition of all DP Visual Arts students is a fantastic way to show the community the extensive and impressive work of IB art students.

Group 7 - IB CORE and Requirements

Overview

Riverstone International School's IB Core program is a holistic educational journey integrating the Extended Essay, Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS). The Extended Essay challenges students to engage in independent research, honing critical thinking. TOK explores the nature of knowledge, fostering inquiry and reflection. CAS goes beyond the classroom, encouraging students to participate in diverse activities that contribute to their community. The IB Core at Riverstone equips students with a well-rounded education, nurturing intellectual curiosity and holistic development. Additionally, Physical Education is a critical skill in fostering the holistic approach to learning for all students. Students will take two years of P.E. with their grade level.



Physical Education

Physical and Health Education		
— High School — Grade 9-10	Gr 9	PE 9
	↓	
	Gr 10	PE 10

Grade 9 Physical Education (PE)

Teacher: Kendall Roper

In grade 9 Physical Education, students are exposed to a variety of sports, games, and fitness experiences. Units may include traditional activities such as soccer, basketball, track, handball, badminton, and volleyball, as well as international games, and movement competition. Throughout these units, character education as well as personal and social responsibility are emphasized. Students focus on the following areas: performance, movement composition, content knowledge, and health and social tasks. Health education includes the study of nutrition education, human growth and development, and drug and alcohol education.

Grade 10 Physical Education (PE)

Teacher: Kendall Roper

Grade 10 Physical Education is the final year of formal physical education at Dwight. This class is a comprehensive course where students take their current knowledge and apply it towards building a personal fitness plan for their future. Experience in units such as team sports, racket games, strength and conditioning, movement composition, and lifetime activities allow students to explore potential lifelong physical activity connections. While improving their physical abilities, students also work on developing their social and personal living skills such as cooperation, accountability, and leadership. Health education includes the study of nutrition education, human growth and development, and drug and alcohol education.

Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity and Service (CAS)



Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity, and Service (CAS)			
— High School — Grade 11-12	Gr 11	Gr 11: DP Core (one day a week)	Gr 11: TOK (one day a week)
	↓		
	Gr 12	Gr 12: DP Core (one day a week for semester one and becomes study hall semester 2)	Gr 12: TOK (one day a week until the completion of the TOK essay in early March, then it becomes exam prep time)

Grade 11 TOK

Teacher: Brett Lofgren

The Grade 11 International Baccalaureate Theory of Knowledge (TOK) course delves into critical thinking, exploring the nature of knowledge across disciplines. Students engage in philosophical inquiry, evaluating the foundations of knowledge, biases, and perspectives. Emphasizing connections between different areas of study, TOK prompts students to question assumptions, analyze evidence, and develop their own reasoned arguments. Through discussions, essays, and presentations, learners develop analytical skills and gain an awareness of the complexities inherent in knowledge construction. The course encourages reflection on personal and cultural contexts, fostering a holistic understanding of the world and preparing students to approach academic and real-world challenges with a nuanced and informed perspective.

Grade 12 TOK

Teacher: Brett Lofgren

In the Grade 12 International Baccalaureate Theory of Knowledge (TOK) course, students embark on an advanced exploration of epistemology and the interconnectedness of knowledge. Building on foundational concepts from Grade 11, this course delves deeper into ethical considerations, the role of language in shaping understanding, and the influence of cultural and historical contexts on knowledge production. Through rigorous analysis and reflection, students refine their critical thinking skills, engaging with complex philosophical questions. The course culminates in an essay, allowing students to synthesize their learning and demonstrate a sophisticated understanding of how knowledge is constructed and its implications on a global scale.



DP CORE 11

Teacher: Francesca Hufnagel

The International Baccalaureate DP Core Course at Riverstone offers a comprehensive exploration of the core components of the IB Diploma Programme, with a particular emphasis on the Extended Essay. This course is designed for students seeking an in-depth understanding of the research and writing process required for the Extended Essay, a substantial independent project. Through targeted instruction, students develop advanced research skills, refine their academic writing, and explore topics of personal interest in depth. The course also weaves in essential aspects and Creativity, Activity, Service (CAS), ensuring a holistic approach to intellectual and personal development within the framework of the IB Diploma Programme.

Elective Class Options (Gr 9-11)

Electives Overview

High school electives offer students the opportunity to tailor their education to personal interests and career aspirations. These diverse courses span arts, sciences, technology, and humanities, providing a well-rounded experience. Students can explore subjects beyond the core curriculum, fostering creativity and critical thinking. From fine arts to coding, electives offer practical skills and a deeper understanding of specific disciplines. This flexibility not only enriches students' academic journey but also allows them to discover their passions. Electives empower students to shape their education, promoting a sense of ownership and readiness for future academic and professional pursuits.

Riverstone Elective Offerings

Below is a list of all Riverstone offered elective courses for students in grades 9-11. Students may choose to take an additional group 3 or 4 class in place of one of the following electives OR an online elective through Idaho Digital Learning Alliance (IDLA).

Student Council

Teacher: Kendall Roper

The High School Student Council course provides students with a comprehensive exploration of leadership, teamwork, and communication, honoring our 5 pillars at Riverstone. Throughout the semester, students will work to build fundamentals skills to become effective leaders through emphasizing inclusivity within the student council. Teamwork and collaboration skills will be honed through group projects and committee work, fostering a sense of community. Communication skills, including public speaking and writing, will be developed to effectively represent and advocate for the student body through assemblies, proposal writing, and more. Students will experience event planning



and develop management skills that will help students to organize various school activities. Additionally, the course will highlight the importance of creativity, time management, and organization to help build each student up as a leader.

Outdoor Education

Teacher: Derek Wright

Enrollment in the outdoor education and leadership course will allow students to dive deeper into topics we touch upon during outdoor education trips. Focusing on educational and learning theories students will learn skills and techniques for teaching a variety of topics in an outdoor environment. Examining leadership through the lens of the outdoors will allow students to develop their own style and continue to build leadership skills. Finally, students will learn valuable outdoor skills in order to confidently venture out into the wilderness and lead their peers on future Riverstone Outdoor Education trips.

Computer Science

Teacher: Matthew Arnold

Embark on an exhilarating journey into the world of programming with our Computer Science 1 course! Regardless of your current skill level, we welcome you to the fascinating realm of Python programming - a language celebrated for its versatility and applicability in diverse domains like productivity enhancement, game development, intricate data analysis, and just pure fun. This course adopts an engaging, project-based learning strategy to ensure a dynamic and hands-on experience. Whether you're a budding enthusiast or an aspiring professional, no prior experience or specialized computer hardware is necessary. Join us to unlock the magic of coding and transform your ideas into reality!

Painting

Teacher: Kate Masterson

Students will learn basic techniques such as using color and value to create depth. Additionally, we learn how to see with an artist's eye and capture what we see on the canvas. I teach anyone who has the desire to learn the art of painting. Classes are kept small to ensure individualized attention and instruction. It is not necessary to have any art experience to take this course, yet is individualized to allow for those with lots of experience in art to grow in their skill set.

Family and Consumer Sciences

Teacher: Erica Serros

Family and Consumer Sciences focuses on the inter-relationships between diet, health, family, resources and the home and is inherently interdisciplinary. The curriculum will focus on providing students with lessons that will enable them to become more independent and have the optimal quality of life after secondary school such as cooking, baking, nutrition,



finances and household management. Family and Consumer Sciences aims to help students to lead effective lives, not only as individuals, but also, as members of a family and the community, within the context of a culturally, socially and economically diverse society. Overall, Family and Consumer Sciences encompasses the learning and mastery of knowledge and skills which enable students to develop and maintain lifelong healthful behaviors, become productive citizens and adapt to a rapidly changing world.

Music Ensembles

Teacher: Gerardo Pacheco

Through music ensembles, students develop their already strong collaborative skills, as well as learning and applying performance practices from a wide variety of music traditions. Students are also encouraged to arrange the music, lead ensemble and compose for the ensemble. Students are required to listen to the music studied and practice their own sections outside of class. Performance opportunities are given throughout the year at school by Friday Morning recitals, Spring Arts Festival, Variety show, Fall festival among others.

Zero Hour Weight Room Class

Teacher: Kendall Roper

This elective course provides high school students with a comprehensive introduction to the fundamentals of weightlifting. Students will learn proper techniques, safety protocols, and the benefits of resistance training for overall health and fitness. The class will cover basic lifts such as the bench press, squat, and deadlift, along with auxiliary exercises to build strength and endurance. Emphasis will be placed on goal setting, tracking progress, and developing personalized workout plans. Suitable for beginners, this class promotes lifelong fitness habits in a supportive and structured environment.

Drama and Dance

Teacher: Courtney Shey

The Drama and Dance high school elective is designed to enhance the overall development of these two art forms while instilling a sense of wonder, confidence, and appreciation within the student. The course will consist of a year-long performing arts curriculum emphasizing collaboration, creativity, and curiosity which includes exploration in the history, vocabulary, movement, character development, stage tech, and performance viewing and critique among other experiences. Students will develop their own performances both as individuals and as a group throughout the year and will attend live performances within the community.

Studio Art

Teacher: Kate Masterson



Studio Art is a supplemental course that junior and senior students may take while enrolled in the DP Art program. In tandem with the work in DP Art, students explore and expand their own art making practice, build a comprehensive portfolio of their own work and processes, understand what it means to be a working artist and refine their understanding of other art forms and artists. This class is designed to give students more time in their school day for working on their art portfolio. In addition to work time, we will have monthly critique and feedback sessions. Students will learn to speak about their work and other processes. The course will strengthen your research, artwork, and critical thinking skills.

Online Elective Offerings

[Idaho Digital Learning Alliance](#) (IDLA) is a platform that offers a wide variety of course offerings to students in Idaho taught by Idaho educators. Taking an online course opens the door to many different interests available to students. At Riverstone, students are placed in an "Online Support Block" that is supervised by one of our teachers and students would attend this during the school day to work on their online elective.

In order to see the courses we have vetted and approved to be offered at Riverstone, visit [this link](#). If a course is listed as Dual Credit, this means that it is a college level course taught by a local university and college credit will be awarded.

A student must maintain above a 3.0 GPA in order to take online elective courses.

Local High School Elective Offerings

If there is a course you would like to take at your local high school that Riverstone or IDLA does not offer, please inquire with the Diploma Program Coordinator to look into this option in your schedule. Students have successfully done this in classes such as seminary, band, and choir and we are happy to discuss this option with your family!

