



Upper School at VIMS

I. International Baccalaureate Middle Years Programme (Grades 9 – 10)

The curriculum in the 9th – 10th grade is modeled using the International Baccalaureate Organization (IBO) curriculum and materials. We are currently in the process of becoming a candidate school for the IB Middle Years Programme, having already implemented a curriculum that is in keeping with the philosophy of the IBO.

The 9th - 10th grade curriculum will be offered on a two-year rotating schedule:

- Year A "Identity"
- Year B "Respect"

The course offerings will be augmented with online courses from University of Nebraska, Lincoln, Independent Study High School, (<http://nebraskahs.unl.edu/>), which has offered college-prep distance education since 1929. This aspect will allow students to learn a valuable skill, and will serve to help them achieve the goal of becoming an independent, self-directed learner, a goal that permeates all levels of the Virgin Islands Montessori School.

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II. International Baccalaureate Diploma Programme (Grades 11 – 12)

The curriculum in the 11th - 12th grade is modeled using the International Baccalaureate (IB) Diploma Programme curriculum and materials. The Virgin Islands Montessori School expects to be a candidate school in the 2007-2008 academic year, during which time faculty and administration will work with an IB consultant to further define, refine and design the curriculum. While a candidate school, VIMS will have access to the IB Organization's online curriculum center, which will serve as a valuable resource for the curriculum content.

The IB offerings will be augmented with online courses from University of Nebraska, Lincoln, Independent Study High School (<http://nebraskahs.unl.edu/>), that has offered college-prep distance education since 1929. This aspect will allow students to learn a valuable skill, and will serve to help them achieve the goal of becoming an independent, self-directed learner, a goal which permeates all levels of the Virgin Islands Montessori School.



Special Curriculum Enrichment Activities

Intersessions—mid to end of January

In the month of January, students have an in-depth mini-course on a particular topic through the Intersession Program. These sessions give students an opportunity to pursue an in-depth study of a particular topic while providing for reflection, community building and academic rigor. Students are given a choice of several Intersession options that integrate the theme from their current year. While these courses are in some ways self-contained, they also provide the opportunity for deeper understanding of core subjects through immersion. These sessions will be led by teachers and professionals with expertise in the subject, and may take place on campus, off campus, or in combination.

At the end of Intersession, students may do a presentation for the whole school. Course instructors will write recommendations reflecting involvement in the program, which will accompany a student's transcript. Any work produced during Intersession will be added to the student's portfolio. Second-year Diploma Programme students may also design a possible Intersession tailored to their own interests and submit it for consideration, contingent upon securing a suitable instructor.

Some examples of topics for intersessions are: Marine Explorations; Sailing; SAT prep and college application; Theater; History and Workings of the UN; The working of the stock Market; El Yunque; Journalism; The legal system; A History of St. John, St. Croix or St. Thomas.

Community Service Learning

Community Service Learning is an important aspect of the Montessori and the IB philosophy where the emphasis is on the development of the whole person. An important aspect of this development is the development of self, and an understanding of the role that one plays in the community and world in which one lives.

Service Learning opportunities, with an emphasis on service to community, is an integral part of the curriculum, and will be incorporated in each year of the 7th – 12th grade curriculum. Students will create and participate in activities arising naturally from, and linked to, the overall curriculum.

Advising/Counseling

Each full-time teacher or administrator will be the teacher-advisor for

a group of up to 15 students. Upon entering the 7th grade, each student will be assigned an advisor.

Should the student or advisor want a change, the Director/Coordinator will arrange it. The teacher-advisor is responsible for all counseling, scheduling, college applications and other support activities for his/her advisees. There will be time set aside for students to meet with their advisors once per month.

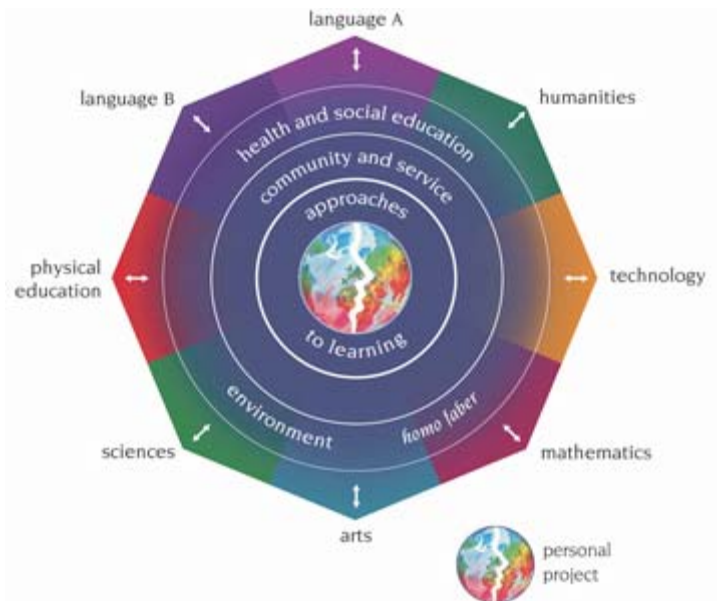
Middle Years Programme (Grades 9 – 10)

Program Model

The IB Organization captures the Middle Years Programme curriculum in the form of this model:

(taken from the IB Website)

The eight vertices of the octagon represent the eight subject groups, where language A is English, and language B is Spanish, while the concentric inner circles are the areas of interaction that permeates the curriculum. The Virgin Islands Montessori School offers a curriculum that is grounded in the IB model, and





representative of the Virgin Islands, by integrating the natural and cultural aspects of the surroundings into the course offerings.

Each student will complete a personal project in 10th grade. As described by the IB Organization, "each student completes a personal project, a significant piece of work that is the product of the student's own initiative and creativity. Each project must reflect a personal understanding of the areas of interaction." The project can take many forms, and is a chance for the student to work on a long-term assignment on a topic of his/her choosing.

Year A: Identity

Guiding Principles: learn about the history of diverse populations of the world, the ocean and its impact on our lives, world-wide issues and concerns for these diverse cultures and environments, and ways that we can positively impact our local and international community; where do we come from?

Subject Areas and Courses Offered

1. Humanities and Language Arts

A. Course: History and Literature of the Ancient World

- **Grade:** 9th - 10th grade two-year revolving program
- **Description:** Learning the basics of reading and outlining a history text; absorbing relevant information and being able to reference it as support for synthesizing and forming opinions in response to "guiding questions"; understanding and thinking critically about other cultures and from the past and present; reading and reacting to a text in classroom discussions; organization and clarity in writing and speech; listening to, understanding, and responding to the ideas and writing of classmates; forming and defending opinions that are based on facts; introduction to major genres of literature and to the process of critical response to a text
- **Textbooks:** *People and Nations*, *Classical and World Mythology*
- **Subjects covered:**
 1. Semester I: Prehistoric peoples, first civilizations, Egypt, Africa, Ancient India and China, Greece and Rome
 2. Semester II: Byzantine Empire, Islamic Empire, Middle Ages, Renaissance Europe, Colonialism (cultural clash/merging)
- **General themes:** Politics, economics, the social world, religions, art and architecture, the hero's journey (and the tragic hero), culture clash (colonization, crusades, cultural relativism versus absolutism), development of societies, narratives from around the world, including myth, oral traditions, drama, epic poetry, historical fiction/non-fiction, contemporary connections
- **Technology integration:** Internet research, CD ROM resources, digital stop animation films about the Middle Ages
- **Class trips:** Trips to local religious institutions (church, mosque, synagogue, Buddhist temple), art galleries, museums
- **Cross-curricular activities:** Art history studies/study of architecture (geometry); the effects of the earth's geography on societal movements (science); scientific study of seaweed followed up by making sushi in Food class (science); investigation of the effects of natural resources on cultures of the Middle Ages (science); the effect of religious beliefs on cultural integration and conflict; study and imitation of arts from different societies and eras (arts); engaging in theater productions from other cultures and eras (arts)

B. Course: Writing

- **Grade:** 9th - 10th grade two-year revolving program
- **Description:** Expository writing: the 5-paragraph essay, thesis statements, use of quotations and textual support, spelling, grammar and vocabulary, peer editing. Business writing: job application process, thank-you notes, and business letters. Creative writing: imagery, description, word choice, first person narratives and autobiographical writing, prose, poetry, constructive criticism

2. Mathematics



A. Course: Algebra I (if needed)

- **Grade:** 9th grade
- **Description:** This course includes properties of the real number system, operations with exponents and polynomials, linear equations and inequalities, problem solving, factoring, rational expressions and equations, radicals, quadratic equations and graphing in the coordinate plane.
- **Textbook:** *Discovering Algebra* (Key Curriculum Press)
- **Laboratory activities:** Creating graphs using technology and more
- **Technology integration:** Use of graphing calculators, Internet study guides, computerized graphing and computer presentations
- **Long-term projects:** Students will keep an Algebra Concepts Math Diary throughout the school year.
- **Cross-curricular activities:** A career day will focus on the use and importance of Mathematics in various careers.

B. Course: Geometry

- **Grade:** 9th grade (two-year revolving program – see 10th grade math)
- **Description:** Geometry is a course designed to enable the student to view geometry through applications. Many of the principles are based on those already learned in algebra. Students explore such topics as angles, congruence, similarity, parallelism, triangles, polygons and circles. Students also learn measuring and constructions techniques for all topics. Geometric designs are also explored and their use in nature, culture, architecture and art.
- **Textbook:** *Discovering Geometry* (Key Curriculum Press)
- **Laboratory activities:** Construction of geometric shapes with different media, nature walks to photograph geometric designs in nature, etc.
- **Technology integration:** Use of computerized geometric design, digital photography, computer presentations, etc.
- **Long-term projects:** Students will complete a Geometric Design Digital Photo Project that will count as a test grade. In addition, students will keep a Geometry Concepts Math Diary throughout the school year.
- **Class trips:** Visits to various buildings and other places with obvious geometric architectural design, constant observation of geometric patterns in nature and elsewhere
- **Cross-curricular activities:** (Humanities, History, Art) investigating the use of geometric designs in various cultures and architecture throughout history. Guest speakers will also frequent the classroom.

3. Science

A. Course: Marine Biology

- **Grade:** 9th grade (two-year revolving program – see 10th grade science)
- **Description:** This course takes an in-depth look into the biology of ocean life. Early on this class creates a foundation for the student to build on by investigating characteristics of the ocean, such as geography, temperature, density and salinity. In addition, this course does a small unit on general biology, so as to strengthen the student's understanding of basic characteristics of life. This unit explores cells, respiration, photosynthesis, reproduction strategies, natural selection and adaptation. The second half of the course does an in-depth investigation in organisms of the sea. A focus unit is dedicated to each of the following organisms: marine plankton, seaweeds and plants, invertebrates, marine fish, marine reptiles, birds and mammals. Study of the various marine habitats of all these organisms is also explored. A further look into the structure and function of ecosystems will be addressed the following year in Ecology/Environmental Science.
- **Textbook:** *Marine Biology* (McGraw-Hill) 2007 sixth edition
- **Laboratory activities:** A three-hour laboratory section is provided each week for students to participate in hands-on learning activities relating to the various class topics. With unlimited access to an unmatched outdoor laboratory, students have the best possible opportunity for exploring these topics. Lab activities include shore walks, snorkeling trips, habitat investigation, specimen



collection and observation, specimen dissection (squid only at this time), data collection and analysis, computerized data graphing, writing of scientific laboratory reports and trips to many local marine parks and facilities.

- **Technology integration:** Use of computerized graphing programs, digital photography, computer presentations, Internet research, textbook Website resource center, digital image study
- **Long-term projects:** In the fourth quarter, students must dedicate most of their time to the preparation of a Marine Biology Project/Presentation. Choice of topics for this project is based on a continual discussion of possible topics throughout the year. Students will have to compose a hypothesis, do research and create a plan to collect observational and experimental data on their chosen topic. Students will ultimately produce a scientific presentation on their topic that will be given in front of students, teachers, parents, mentors and colleagues. Presentations must include many different types of visual aids and will serve as their final exam grade.
- **Class trips:** Trips are made to beaches and other marine habitats all over St. Thomas and St. John, in addition to local marine parks and other marine facilities.
- **Cross-curricular activities:** (Humanities, History, Food) A cross-curricular look is taken into how oceans have affected various cultures throughout history, in addition to how many of the organisms studied are major food staples throughout the world.

4. Language B

A. Course: Spanish

- **Grade:** 9th grade
- **Description:** In addition to the overall aims and objectives of the VIMS Spanish curriculum, the 9th grade student will be able to: summarize and retell works of literature and events in logical and chronological order; use, analyze, and criticize audio-visual media such as: documentaries, broadcast news (local, foreign, and world), sports events, cooking shows, travel shows, interview shows (politics, economy, social, etc) movies (big classics, history, great inventions, etc.) medical science (humans and animals), cartoons, etc.; make oral presentations of issues related to cultural diversity and respectful ways of approaching any culture; listen to debates to gather and interpreting information; and use electronic data to get factual information. An advanced 9th grade student will: use syntax and semantics to read a range of simple to complex printed material books, pamphlets, newspaper, magazines, computer downloads, etc., from various authors and publications in language B: Spanish; apply knowledge and using analogies, metaphors, and similes on creative writing works like poetry and theater; utilize a self- corrected and monitoring method i.e. re-reading, consulting another sources, etc. when going through the process of composition in Spanish (outlining; drafting, revising, and editing, printing/publishing); view and discuss audio-visual material showing different social, environmental, and health aspects represented in Spanish.
- **Textbooks:** *¡Buen Viaje!* (Level: 1 and 2), Schmitt, C.J. & Woodford, P.E. (2004). New York: Glencoe. The book focuses on enrichment of Spanish language skills through various lessons designed with a linguistic and cultural approach.
- **Dictionaries:** *Spanish Dictionary: Words, Phrases & Expressions*, Research & Education Association. (2006). New Jersey, Merriam-Webster (2004). *Diccionario español-inglés Merriam-Webster*, Merriam-Webster, Inc.
- **Suggested readings:** *Editorial Vosgos*, Barcelona: Maria-Jorge Isaac; *La Celestina-Fernando de Rojas*, Hartcourt Publishers; *El Principito-Antoine de Saint Exupey* (Spanish)
- **Suggested software:** Auralog-Innovation for Language Learning: www.auralog.com
- **Audio CD's:** *Yogos- Libros* (2003). [La isla del tesoro](#) (audio). The CD narrates the story in Spanish language.
- **Course on-line sources:** *The Glencoe World Languages Web site:* spanish.glencoe.com
- **Technology integration:** Students will make an electronic (CD) narrated in language B: Spanish on the information gathered and studied from audio-visual media.

5. Latin



A. Course: Latin

- **Grade:** One year of study, either in 9th or 10th grade required.
- **Description:** Latin will be offered using the University of Nebraska Independent Study High School curriculum (<http://nebraskahs.unl.edu/>). The course description from their catalog is as follows. The Latin readings for this course, adapted from ancient history and mythology, deal with the Trojan War and the story of Aeneas and his journey to Italy. Students work intensely on nouns, adjectives and verbs; study first, second and third declension nouns in all cases; and learn to form the six tenses of Latin verbs in the active voice for all four conjugations.
- **Textbooks:** *English Grammar for Students of Latin*, Third Edition. Jenney et al The Olivia and Hill Press, Inc. *Jenney's First Year Latin*. Goldman, Quirk Prentice Hall, 1990, *Workbook to Accompany Jenny's First Year Latin*, Prentice Hall

6. Study Skills and SAT Prep

- **Course: Study Skills and SAT Prep**
- **Grade:** 9th - 10th grades
- **Description:** A course in study skills will be offered using the University of Nebraska Independent Study High School curriculum (<http://nebraskahs.unl.edu/>). Students will improve study skills, habits and attitudes through experimentation with new study procedures and through application of established study methods. Time will also be spent on preparing for high stakes standardized examinations, e.g. SAT. Students will utilize <http://www.number2.com/> and other materials for this portion of this course.

7. Physical Education

Physical Education will be divided up into month long units. Units may include, but is not limited to, health, soccer, conditioning, basketball, badminton, movement/dance, track and field, ultimate Frisbee, volleyball, and other traditional games. Effort will be made to introduce students to non-traditional sports and sports from other cultures.

8. Electives

A. Course: Studio Arts

- **Grade:** 9th - 10th grade two-year revolving program
- **Description:** To give students a basic relationship with various media
- **Subjects covered:** Acrylic, watercolor, pastels, graphite and charcoal; basics of sketching three dimensional objects with charcoal; color theory and paint mixing; basics of acrylic painting; basics of watercolor
- **Class trips:** art galleries, local artist workshops, museums
- **Cross-curricular activities:** Study of art from different cultures

B. Course: Theater

- **Grade:** 9th - 10th grade two-year revolving program
- **Description:** To introduce students to the world of acting through games and theater exercises; learning to read, understand and stage dramatic works; infer characterization through critical approaches to dramatic text; creation of setting, props and costumes; basics of stage production
- **Subjects covered:** Shakespeare's *Much Ado About Nothing* for performance in Shakespeare Festival at Tillett Garden May 4th
- **Class trips:** plays at Pistarckle Theater; Lion King on Broadway
- **Cross-curricular activities:** study of the literature of drama; public speaking benefits

Year B: Respect

Guiding principles: to understand the history and current status of the US and the Caribbean culturally, politically, environmentally; to identify where we are going in these respects; to decide where we would like to be in the future and what we as a community can do to achieve those ends; who are we? How do we show respect to our world?



Subject Areas and Courses Offered

1. Humanities and Language A

A. Course: History and Literature of the Americas

- **Grade:** 9th - 10th grade two-year revolving program
- **Description:** Learning the basics of reading and outlining a history text; absorbing relevant information and being able to reference it as support for synthesizing and forming opinions in response to "guiding questions"; understanding and thinking critically about our culture and the cultures that shaped it from the past and present; reading and reacting to a text in classroom discussions; organization and clarity in writing and speech; listening to, understanding, and responding to the ideas and writing of classmates; forming and defending opinions that are based on facts; creating an opinion about the history and current state of the Americas, and what it means to be a Caribbean American
- **Textbooks:** *People and Nations, A People's History of the United States* by Howard Zinn, *American Literature* (Houghton Mifflin), *The History of the Virgin Islands of the United States* by Isaac Dookhan
- **Subjects covered:**
Semester I: Native Americans, from Alaska to the Caribbean (tribes of North America, Inca, Aztec, Taino, Carib), general cultural environs of Africa and Europe (traditions and culture, Scientific Revolution, Absolutism, Expansion, Imperialism and Colonization, the First Encounters of Europe and the Americas (Columbus, Colonists), the American Revolution, political uprisings in South America and the Caribbean (what is the difference between a revolt and a revolution?)
Semester II: Manifest Destiny and the West, Slavery and Plantations (what does it mean to "own" land or a person?), Civil Wars in North and South America, Emancipation, Technology, Industrialism and their effect on "the green breast of the New World", modern dilemmas- what can we take from this history to create a better present and future?
- **Technology Integration:** Internet research, CD ROM resources, (in 07/08: creation of an Upper School website, publishing the New Stand online)
- **Class Trips:** Visit cultural centers of history all over the Virgin Islands (from Charlotte Amalie to St. John sugar plantations); liaisons with the Historical Society; possible longer trip to another American cultural center
- **Cross-curricular activities:** environmental concerns of the Americas. What do we have, what are we doing with it, how do we save it? The effect of the oceans and the environment on the culture and peoples of the Americas from Ancient times to the present; Arts of the Americas, roots in Europe and Africa; Current Events in the Caribbean (local politics, etc.); American domestic and foreign policy

B. Course: Writing

- **Grade:** 9th - 10th grade two-year revolving program
- **Course Description:** Expository writing: the 5-paragraph essay, thesis statements, use of quotations and textual support, spelling, grammar and vocabulary, peer editing. Business writing: job application process, thank-you notes, and business letters. Creative writing: imagery, description, word choice, first person narratives and autobiographical writing, prose, poetry, constructive criticism

2. Mathematics

A. Course: Algebra II

- **Grade Level:** 10th grade (two-year revolving program – see 9th grade math)
- **Course Description:** This course is a review and extension of Algebra I and Geometry. It includes a study of polynomial, exponential, and logarithmic functions and their graphs. Additional topics include systems of equations and inequalities, sequences and series, complex numbers, matrices, and conics.
- **Textbook(s):** Discovering Advanced Algebra (Key Curriculum Press)



- **Laboratory Activities:** Math Lab activities will be provided
- **Technology Integration:** The use of technology and applications are integral parts of this course.
- **Long Term Projects:** Students will keep an Algebra Advanced Concepts Math Diary throughout the school year.
- **Class Trips:** none planned at this time
- **Cross-Curricular Activities:** A career day will focus on the use and importance of Mathematics in various careers.

3. Science

A. Course: Ecology/Environmental Science

- **Grade:** 10th grade (two-year revolving program – see 9th grade science)
- **Course Description:** This course will first investigate the science of Ecology and the structure and function of ecosystems, with an emphasis on local marine habitats. The course will then lead into a study of the anthropogenic effects on these ecosystems and their impacts. Concepts and methodologies will be taught along with field experiences and lab research to allow students to understand the interrelationships of the natural world. This course will also attempt to identify local and global environmental problems, both natural and man-made, evaluate the risks associated with these problems and create proactive/alternative solutions to solving and/or preventing them.
- **Textbook(s):** Marine Biology (McGraw-Hill) 2007 sixth edition, Environmental Science (Prentice Hall) and various other supplemental materials
- **Laboratory Activities:** A variety of field experiences will be provided for the students to make observations on topics at hand. Students will be required to create and hand-in several different scientific lab reports.
- **Technology Integration:** Internet research, textbook online resource center, data analysis, computerized graphing, digital photography, computer presentation.
- **Long Term Projects:** In the fourth quarter, students must dedicate most of their time to the preparation of an Ecology/Environmental Science Project/Presentation. Choice of topics for this project is based on a continual discussion of possible topics throughout the year. Students will have to compose a hypothesis, do research and create a plan to collect observational and experimental data on their chosen topic. Students will ultimately produce a scientific presentation on their topic that will be given in front of students, teachers, parents, mentors and colleagues. Presentations must include many different types of visual aids and will serve as their final exam grade.
- **Class Trips:** Trips are made to many marine habitats and other natural areas all over St. Thomas and St. John, in addition to local marine parks and other marine facilities.
- **Cross-Curricular Activities:** (Humanities, History, Gardening) Students will be challenged to explore the cultural and geographic implications of environmental impacts. We will take a close look at environments of various countries in the world and how their specific practices positively and/or negatively affect our natural world.

4. Language B:

A. Course Offered: Spanish

- **Grade:** 10th grade
- **Course Description:** In addition to the overall aims and objectives of the VIMS Spanish curriculum, the 10th grade student will be able to: Participate in group discussion on various relevant issues studied in class; research information on how other groups in different countries are dealing with same issues; listen to different literature genres and styles in combination with pictures to illustrate the author(s) message; convey feelings, needs, and values with the possible applications to everyday life. An advanced 10th grade student will: apply knowledge when reading research studies from internet on the following topics: health; social issues; community service; environment; homo faber, in language B: Spanish using association and translation to



extend vocabulary development; listen and speak feelings and beliefs in language B: Spanish utilizing perceptive thinking skills when participate in civic groups and associations that promote values, development of attitudes and Human virtues; write recommendations on how students can move on to business increasing communication with another linguistic community and understanding of another cultural group.

- **Textbook(s):** Schmitt, C.J. & Woodford, P.E. (2004). ¡Buen Viaje! (Level: 1 AND 2) New York: Glencoe. The book focus on enrichment of Spanish language skills through various lessons designed with a linguistic and cultural approach
- **Dictionaries:** Research & Education Association. (2006). Spanish Dictionary. Words, Phrases & Expressions New Jersey: Author. Merriam-Webster (2004). Diccionario español-inglés Merriam-Webster Merriam-Webster, Inc.
- **Suggested Readings:** Editorial Vosgos, Barcelona: Maria-Jorge Isaac; La Celestina-Fernando de Rojas, Hartcourt Publishers: El Principito-Antoine de Saint Exupey (Spanish)
- **Suggested software:** Auralog-Innovation for Language Learning: www.auralog.com
- **Audio CD's:** Yogos- Libros (2003). La isla del tesoro (audio). The CD narrates the story in Spanish language.
- **On-Line sources:** *The Glencoe World Languages Web site:* spanish.glencoe.com
- **Technology Integration:** The 10th grade student will make a short film in Spanish depicting relevant issues.

5. Physical Education:

Physical Education will be divided up into month long units. Units may include, but is not limited to, health, soccer, conditioning, basketball, badminton, movement/dance, track and field, ultimate Frisbee, volleyball, and other traditional games. Effort will be made to introduce students to non-traditional sports and sports from other cultures.

6. Electives

A. Course: Studio Arts

- **Grade:** 9th - 10th grade two-year revolving program
- **Course Description:** To give students a basic relationship with various media, including acrylic, watercolor, pastels, graphite and charcoal; basics of sketching three dimensional objects with charcoal; color theory and paint mixing; basics of acrylic painting; basics of watercolor
- **Textbook:** N/A
- **Subjects covered:** Acrylic, watercolor, pastels, graphite and charcoal; basics of sketching three dimensional objects with charcoal; color theory and paint mixing; basics of acrylic painting; basics of watercolor
- **Class Trips:** art galleries, local artist workshops, museums
- **Cross-curricular activities:** Study of art from different cultures

B. Course: Theater

- **Grade Level:** 9th - 10th grade two-year revolving program
- **Course Description:** To introduce students to the world of acting through games and theater exercises; learning to read, understand and stage dramatic works; infer characterization through critical approaches to dramatic text; creation of setting, props and costumes; basics of stage production
- **Textbook:** N/A
- **Subjects covered:** theater games; scene performed for public viewing at end of semester
- **Class Trips:** plays at Pistarckle Theater
- **Cross-curricular activities:** study of the literature of drama; public speaking benefits

C. Course: Gardening

- **Grade:** 9th - 10th grade two-year revolving program
- **Subjects Covered:** maintenance of terrace gardens; creation of a citrus/fruited tree orchard; creation of Japanese rock garden/reading gazebo and surrounding "scent garden"; investigation



of new watering systems.

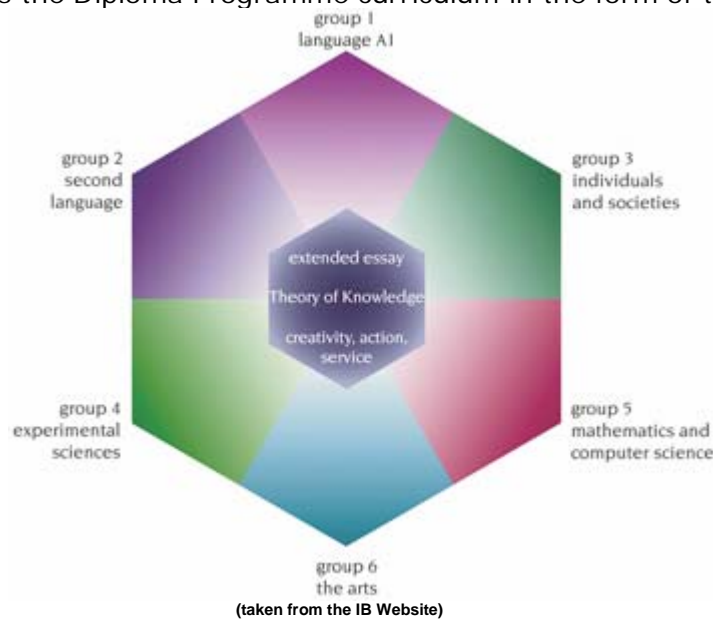
D. Course: Latin

- **Grade Level:** One year of study either in 9th or 10th grade required. A second year can be taken as an elective.
- **Course Description:** Latin will be offered using the University of Nebraska Independent Study High School curriculum (<http://nebraskahs.unl.edu/>). The course description from their catalog is as follows. The Latin readings for this course, adapted from ancient history and mythology, deal with the Trojan War and the story of Aeneas and his journey to Italy. Students work intensely on nouns, adjectives and verbs; study first, second and third declension nouns in all cases; and learn to form the six tenses of Latin verbs in the active voice for all four conjugations.
- **Textbooks:** Jenney et al. Jenney's First Year Latin. Prentice Hall, 1990. Goldman. English Grammar for Students of Latin. Third Edition. The Olivia and Hill Press, Inc. Quirk. Workbook to Accompany Jenny's First Year Latin. Prentice Hall

International Baccalaureate Diploma Programme (Grades 11 – 12)

Program Model

The IB Organization captures the Diploma Programme curriculum in the form of this model:



Once VIMS is accepted as an IB School, the student will have the opportunity to receive an IB Diploma. This will involve taking at least three (but not more than four) subjects at a higher level (representing 240 teaching hours), with the remaining subjects taken at the standard level (representing 150 teaching hours), and having examinations graded by the IB Organization. All students, however, will benefit from the richness of the IB curriculum, and all courses will be taught using the IB curriculum as a guide. Each student, upon graduation, will receive a VIMS Diploma. Virgin Islands Montessori School is accredited by the Middle States Association of Colleges and Schools.

Core Requirements

Students will be expected to complete a program of study in six academic areas each year representing six *Groups*. These *groups* are held together by three *core* requirements.



<p>GROUP 1 Language A1 English (HL)</p>	<p>GROUP 2 Second Language Spanish (SL)</p>	<p>GROUP 3 Individuals and Society Economics (SL) History (HL) Psychology (SL)</p>
<p>GROUP 4 Experimental Sciences Biology (SL) Chemistry (SL) Physics (SL)</p>	<p>GROUP 5 Mathematics and Computer Science Mathematical Studies (SL) Mathematics (HL) Computer science (SL)</p>	<p>GROUP 6 The Arts Theater Arts (SL) Visual Arts (SL) Music (SL or HL)</p>

HL—Higher Level; SL—Standard Level

- Extended Essay - This is a 4,000 word independent work that involves research.
- Theory of Knowledge - This course encourages students to reflect on different ways of knowing.
- Creativity, Action, Service - A time to reflect on and take seriously the importance of life outside of scholarship.

Year C: Love

Guiding Principles: See the development of cultures from around the world as they move towards modernity, uneven development of the West and the Third world, issues of equality and inequality, the role of technology and science in modernization and the effects of this process, setting the international stage for the present; how did we get here? How do we solve the conflicts of our world with love?

Year D: Power

Guiding Principles: looking at our world from the beginning of the last century through the present day; the effects of modernization and technology (or lack of it) on international cultures and the planet; what powers shape our world? Where are we now and how can we best move forward from here; where are we going?

Course Outline

11th Grade

GROUP 1: Language A1 (HL)

- English, including American Literature

GROUP 2: Language A2 (SL)

- Spanish

GROUP 3: Individuals and Societies (HL)

- History of the Americas

Group 4: Experimental Science

- Chemistry (SL)

Group 5: Mathematics and Computer Science

- Mathematical Studies or Math Methods or PreCalculus (HL or SL)

Group 6: The Arts

- Theater Arts or Visual Arts (HL or SL)

Electives: Computer Science, Economics or Language B



12th Grade

GROUP 1: Language A1

- English, including British and other World Literature (HL)

GROUP 2: Language A2

- Spanish (SL)

GROUP 3: Individuals and Societies

- Twentieth Century World Topics (HL)

Group 4: Experimental Science

- Physics (SL)

Group 5: Mathematics and Computer Science

- Mathematical Methods or BC Calculus (HL or SL)

Group 6: The Arts

- Theater Arts or Visual Arts (HL or SL)

Electives: Computer Science, Psychology or Language B