

# **TRI-COUNTY INTERNATIONAL ACADEMY**



**Program of Studies  
Course Descriptions**

**TRI-COUNTY INTERNATIONAL ACADEMY**  
**An “International Baccalaureate Program” offered for**  
**students in Ashland, Holmes, and Wayne Counties**

The Tri-County International Academy is an International Baccalaureate program which opened in August of 2006. It was founded by the Tri-County Educational Service Center, which serves school districts in Ashland, Holmes, and Wayne counties in Ohio. The Tri-county ESC operates educational programs under a charter from the State of Ohio.

The sole purpose of the Tri-County International Academy is to bring the International Baccalaureate (IB) Diploma Programme to students in the tri-county area. The Academy was granted authorization to operate by the International Baccalaureate Organization (IBO) which is located in Geneva, Switzerland.

The IB Diploma Programme is intended as the college preparatory program for students in their junior and senior years. Students must enter in the beginning of their junior year and remain committed to the program through the end of their senior year to fulfill requirements for the IB Diploma. The nature of the program requires two years and does not make it possible for students to begin in their senior year. The Academy is located at Wooster High School. It operates as a school within a school with its own structure and staff.

The following courses are offered at the Tri-County International Academy:

- Literature
- Spanish
- Spanish ab initio
- French
- Global Politics
- Mathematics
- Biology
- Chemistry



**Each IB Diploma student is required to take Literature, a second language (French or Spanish), Global Politics, Mathematics, Chemistry, and Biology. In addition, students will complete the three core requirements of: Theory of Knowledge (TOK), Creativity, Activity, and Service (CAS), the Extended Essay.**

**Prior to the beginning of the senior year, students will chose at least three of their classes to be tested at the Higher Level (HL), with the remaining three to be tested at the Standard Level (SL). Internal Assessments (IAs) are completed in each course between second semester of junior year and March of senior year. In the spring of the senior year students will take the IB exams for each of their classes. Upon successful completion of these exams with the appropriate scores, students may earn the IB Diploma.**

**Each student remains a member of his/her high school, participates in home school activities; and graduates with a diploma from the home school. High school transcripts are issued from the home schools. TCIA issues grade cards each quarter which are sent to the family and home schools and are recorded on the high school transcript. TCIA does not rank students nor do we weight grades, this is dependent upon the policy of each home school.**

**Students typically will earn 12.5 credits from their successful participation in the TCIA IB program during their two years of attendance. Additional credits may be earned through participation in home school activities, such as band, FFA, independent study, etc. Students may have the option to take an online Physics elective, if they choose.**

**Prior to enrolling in the TCIA, students should have a strong college preparatory background from their home schools. This includes English, Foreign Language, World History, U.S. History, Physical and Biological Sciences, Mathematics through Algebra II. Graduation requirements in Health and Physical Education should be completed prior to enrollment in the TCIA. The Government and Financial Literacy requirements are earned through the Global Politics class.**

# COURSE DESCRIPTIONS

## Literature – (English A, Literature)

**At its heart, English Literature is a two-year world literature course with a humanities perspective. Literature studies is designed for students from a wide variety of linguistic and cultural backgrounds who have experience of using the language of the course in an educational context. This course of study will focus primarily on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, aesthetic function of literary language and textuality, and the relationship between literature and the world.**

**Freedom of thought and expression is tempered by the need to think and express responsibly and clearly. Ideas alone are insufficient without conviction, logical support, and suitable form. Though the course fosters excellence in thought and expression, each student is encouraged to find his or her own “voice”, point of view, and style.**

**As would be expected in any college-prep English program, the course requires a good deal of reading, writing, and in-depth discussion. In addition, there is a greater emphasis upon different types of oral presentations than in most literature-based courses. The readings are representative of all major literary genres as well as of diverse cultures and literary periods. These works are approached through three primary lenses. Readers, Writers, & Texts; Time & Space; and Intertextuality.**

**For the most part, writing assignments are generated from the readings and include informal journals, analytical essays, extended commentaries and research papers. Class-discussion also centers on the readings and reflects a Socratic seminar format wherein a student takes on the roles of both participant and discussion leader. Students can expect numerous opportunities for more focused and formal oral presentations.**



## Mathematics Analysis and Approaches SL/HL

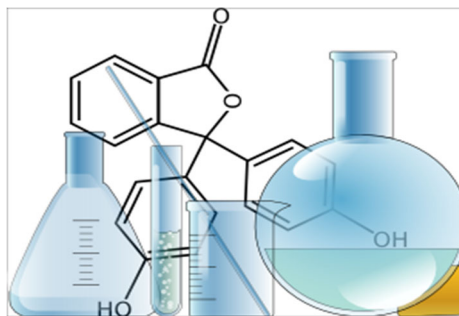
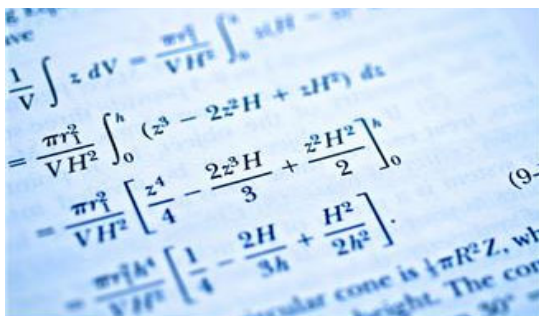
(Pre-requisite: Algebra II with one additional level of mathematics preferred for HL)

This is a two-year course that integrates topics across the field of mathematics. An emphasis is placed on problem-solving and analysis. Topics covered in SL and HL include: Sequences and series, functions and graphing, logarithmic, exponential and Polynomial functions and their graphs, triangle trigonometry, trigonometric equations and functions, transformations of functions, sampling techniques, regression, basics of sets, compound and conditional probabilities, probability distributions, normal and binomial distributions, fundamentals of differential and integral calculus.

For HL students, additional work is required in each of the areas listed above, and significant independent study will be necessary. This includes (but is not limited to) Derivatives of inverse trigonometric functions, partial fractions, integration by parts, L'Hopital's rule and Maclaurin series, differential equations, Central Limit Theorem, variance and standard deviation of CRV and DRV, and vectors.

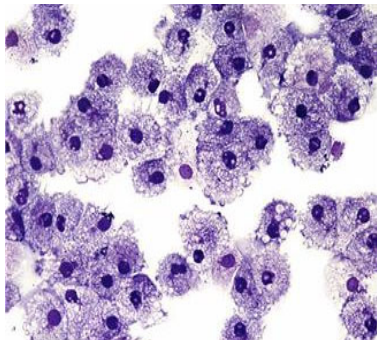
## Chemistry

IB Chemistry is a two year course that is central to the students' understanding of the physical and biological world around them. The course is heavily laboratory based with a hands-on approach to problem solving. Topics covered include: atomic theory, periodicity, bonding theory, thermodynamics, types of reactions, solutions, organics, and a watershed project in conjunction with the IB Biology class. The course will help the students develop independent thinking, problem solving, math, and laboratory skills required for a successful college experience. IB Chemistry is an every other day double period class and must be taken concurrently with IB Biology.



## Biology

The purpose of the two year biology program is to actively engage students in the systematic problem solving of science through the understanding, use and application of the scientific method. It intends to reinforce student familiarity with the process of formulating and testing hypotheses regarding underlying mechanisms of biological phenomena. IB Biology is a laboratory based, problem solving, hands-on approach to the study of biology. Instruction will be student-centered with cooperative learning as well as teacher directed, thus offering the student a college-level biology experience. Topics in the junior year include organic molecules, enzymes, cells, respiration, photosynthesis, mitosis, meiosis, DNA, RNA, and human anatomy, in which a fetal pig will be dissected. In the senior year we study such topics as evolution, populations, classification, plant structure and ecology. A long-term creek study in conjunction with IB Chemistry will be conducted over the two year period.



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### *Comparing IB to Other College Prep Options*

*Students in the Tri-county area may pursue college prep classes in International Baccalaureate, Advanced Placement, post-secondary, and dual enrollment. What makes IB unique is that students are challenged in all six areas of the curriculum while using critical thinking skills to consider the relationship between subject areas, rather than the pursuit of a single area of study. The studies of foreign language, theory of learning, and the incorporation of international perspectives help to create well-informed learners, while the service learning component helps to assure that IB students are involved and engaged in the world and community around them. This attention to the education of the whole student results in a type of learner that colleges eagerly recruit and in a future employee who is ready for the challenges of the global workplace.*

*While completion of the IB Diploma Programme does not guarantee college credit, successful scores on exams often result in course waivers or course credits being offered.*

## Language B ab initio (Spanish & French)

The language ab initio course is a language acquisition course for students with no prior experience of the target language, or for those students with very limited previous experience. Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. The language ab initio syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. The language ab initio syllabus prescribes four topics for each of the five prescribed themes for a total of 20 topics that must be addressed in the language ab initio course.



## Language B Spanish & French

The language B Standard Level (SL) and language B Higher Level (HL) courses are language acquisition courses for students with some previous experience of the target language.

The distinction between language B SL and HL can be seen in the number of recommended teaching hours, the level of competency the student is expected to develop in receptive, productive and interactive skills, and that HL students are required to study two literary works originally written in the target language. Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The language B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Optional recommended topics and possible questions for each theme are presented in the guide, but are not prescribed.



*Merci*

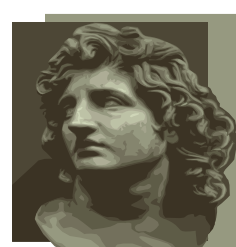
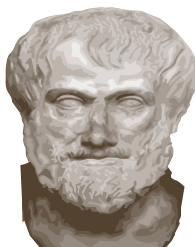
## **Global Politics:**

**Global Politics offers a two-year course to better prepare students for the rapidly changing global society that we live in today. The 21st century is characterized by increased interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. This is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.**

**The core units of the course together make up a central unifying theme of “people, power, and politics”. The emphasis on “people” reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities, groups and individuals. The concept of “power” is also emphasized as being particularly crucial to understanding the dynamics, tensions and outcomes of global politics. Throughout the course, issues such as conflict, migration, or climate change are explored through an explicitly political lens: “politics” provide a uniquely rich context in which to explore the relationship between people and power.**

### **Course of Study:**

- **Power, Sovereignty and International Relations** - The dynamics of power manifest and legitimize at various levels. The roles of state and non-state actors are examined, their interactions in global politics are discussed and their success in achieving their aims and objectives is evaluated.
- **Human Rights** - Focus on the nature and practice of human rights is examined at the various levels of politics. The development, evolution and codification of human rights law and the ongoing development of human rights.
- **Development** - The definitions of what development means in the context of global politics. How it can be pursued and what may help or stand in the way of people, communities and countries becoming better off in a comprehensive sense.
- **Peace and Conflict** - Examination of what peace, conflict and violence mean, how conflicts emerge and develop. And what can be done to build a lasting peace.







## Creativity, Activity, Service (CAS)

### *CAS Overview*

The CAS Requirement is a fundamental part of the IB Programme and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies.



- Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.
- Activity can include not only participation in individual and team sports, but also taking part in expeditions and in local or international projects.
- Service encompasses a host of community and social service activities. Some examples include; helping children with special needs, visiting hospitals, and working with refugees.

### *CAS Guidelines*

CAS begins the first day of the junior year and ends in mid-May of the senior year. Students should plan to spend an average of 3-4 hours per week distributed as evenly as possible between Creativity, Activity, and Service.

Students must meet each of the seven CAS learning objectives at least once over the two-year program. These objectives are easily met through the many experiences and one project that students document via ManageBac (electronic portfolio system).

Students are required to meet a minimum of three times with the CAS coordinator to ensure the learning outcomes are being met.

### Extended Essay

The Extended Essay (EE) offers the student the opportunity to investigate a topic of individual interest with the goal of introducing students to the process of independent research. Students can expect to spend approximately forty hours on this research requirement which they will begin in March of the junior year and complete by the end of November of the senior year. Each student will chose an adult mentor (usually a staff member) to guide him/her through the process. The end result is a 4,000 word research project submitted to the IBO for external grading.



## **MISSION STATEMENT**

**The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.**

**To this end the IBO works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.**

**These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people with their differences can also be right.**



**International**  
Baccalaureate Programme  
Tri-County International Academy

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**TRI-COUNTY**  
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