



LAUSANNE

COLLEGIATE SCHOOL

Upper School Curriculum Guide 2018-2019

Curriculum Prospectus

The curriculum offerings in the Upper School serve students through a sequential program of college-preparatory and college-level courses. This program prepares our students to take full advantage of the International Baccalaureate Diploma Programme or International Baccalaureate Certificates during their junior and senior years. We are focused on being the premier independent school in Memphis and one of the best in the world, our faculty is prepared and able to help students become:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Lausanne Collegiate School's IB College-Preparatory Program spans Pre-Kindergarten through twelfth grades and augments effective preparation for students to be successful in the International Baccalaureate Diploma Programme and International Baccalaureate Certificates in the Upper School. We are currently in the application process to adopt the Middle Years Program from the IB, a middle and upper school framework that will help our students be successful in the Diploma Program and college. Our philosophy is to give students practice in taking control of their own learning and study habits. At the same time, faculty members not only teach students a body of knowledge but also guide them in the process of learning how to apply what they have learned. Therefore, Lausanne emphasizes that students can respond to the challenge of learning at a more engaging and applied level. We strive to provide our students the very best educational experience as defined by the Lausanne Way:

- We create a joyful and challenging learning process.
- We encourage continual self-reflection.
- We provide opportunities to succeed.
- We embrace global mindedness.
- We forge meaningful relationships.
- We build character through service to others.
- We empower individuals to seek their own journeys.

It is our goal that every student, by the time they graduate, will be:

A **seeker of knowledge** who understands the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

A **thinker** able to recognize and approach complex problems, make ethical decisions and understand and capitalize on his or her strengths and limitations.

A **confident risk-taker** with understanding of a broad and balanced range of disciplines.

An **open-minded global citizen** with a strong sense of fairness, justice and respect for other individuals, communities and the environment.

An **effective communicator** who seeks and evaluates a range of viewpoints.

A **caring and reflective person** who respects the needs and feelings of others and acts to make a positive difference.

An **inquirer** with a passion to continue a lifelong love of learning.

Upper School Course Requirements

Graduation Requirements

To graduate, each student needs to have credits in the following areas:	
English	4 credits
Social Studies	3 credits (two credits must be history)
Mathematics	4 credits
Sciences	3 credits (2 must be lab sciences)
World Languages	3 credits (recommended consecutive same language)
Fine Arts (Performing or Visual Arts) and/or Design	1 credit 2 credits starting with class of 2022
Electives	3 credits
Lausanne Lifelong Learning/CAS	Fulfillment of requirement through the advisory program
Total	22 credits

Lausanne Lifelong Learning Program

The Lausanne Lifelong Learning program is a program that will be done through advisory and is designed to ensure that students have a well-balanced life through reflection on activities done in school and outside of school. It is based on the IB's CAS program, and there are three

components; creativity, action, and service. Students will work with their advisor and reflect on the activities they do.

The Lausanne Lifelong Learning program builds on the school's identity as an IB school that prepares students for college and life in a global environment. It seeks to help students in the upper school build a well-rounded experience for themselves in their time at Lausanne and learn from those experiences. By working with their advisor in reflecting on the things they do outside of school, they will create meaningful learning that goes beyond the experience itself to help become a better person. This is *experiential learning*.

This program is built around the model of the Creativity, Action, and Service (CAS) program as designed by the International Baccalaureate Organization (IBO). Students will be expected to participate in this program for *all four years of high school*, unless they enter the full diploma program, where they will transition to the full IB CAS program.

The program incorporates three different strands: Creativity, Action, and Service.

Creativity denotes anything that involves creative thinking. Traditional examples include the arts, music, and other areas normally associated with creativity, but other examples include Model UN, Model Congress, Destination Imagination, and other activities that require creative thinking on the part of the students.

Action denotes anything that involves physical exertion that contributes to a healthy lifestyle. Traditional examples include sports, but other examples include hiking, dancing in a performance, physical fitness plans, and more.

Service denotes involvement in the community in a way that serves to better the lives of both the giver and the recipient of the service. Traditional examples include participation in service organizations, but other examples include tutoring, mentoring, and more.

Students are expected to do activities in all three areas in their time at Lausanne. They will work closely with their advisors over the four years to make sure their activities are meaningful and goal oriented.

They will also complete a project in their junior year, as well as an internship.

IBDP (International Baccalaureate Diploma Programme)

At the end of their sophomore year, students are encouraged to apply for the IBDP at Lausanne. The IBDP is a rigorous two-year comprehensive program designed to promote international mindedness. Students should be aware of the prerequisites to enter the program and consider them as they are choosing their courses for their freshman and sophomore years.

The IBDP curriculum culminates in externally moderated exams given by the International Baccalaureate Organization. These examinations, in conjunction with internal assessments, may result in college credit being offered by universities in the United States and around the world. Every university has their own policies in place regarding credit for IB examinations, so *credit awarded varies from university to university*. Courses are offered in six different disciplines: English, World Languages, Social Sciences, Mathematics, Sciences, and the Arts. Students must also take a Theory of Knowledge class, participate in the Creativity, Action, and Service program, and write an Extended Essay.

IBDP Application Process

In October of the student's sophomore year the IB Coordinator will give a broad overview of the IB program to the sophomore class and their parents and hand out letters of interest to the students. Students interested in applying to be in the IBDP will bring the letter home to be signed by their parents and return it to the IB Coordinator. The student will then be invited to a series of meetings that explain what they need to know to make a good, well informed decision as to whether or not they want to be in the program. The IB Coordinator will meet with all the students one on one in November to answer any questions the students may have.

In February, the IB Coordinator will meet with the parents of the students to give an overview of what the students will be expected to do once they are in the IBDP. The students will then meet with their current teachers to discuss the classes they may have in the IBDP. Once the students have decided on their schedule, the teachers in each department will meet to discuss the students'

enrollment in their IBDP classes. Once the students have gotten approval from the various departments for the classes they have chosen, they will meet with their parents and the IB Coordinator to discuss the decisions made by the departments and the commitment the student is making to enter the International Baccalaureate Diploma Programme.

IB Certificates

Students may take any IB class they wish in the junior year, as certificate courses. Students taking the courses are held to the same standards and expectations as students in the full IB Diploma Programme, but do not have to take the core requirements of the IB, such as the Theory of Knowledge class, Extended Essay, and CAS program. This option allows students who do not wish to embark upon the full Diploma Programme the flexibility to create their own, specialized schedule.

Academic Honors Recognition

Proud of its strong curriculum and academic heritage, Lausanne Collegiate Schools' faculty and administrators recognize and celebrate the accomplishments of our students. These ceremonies take place throughout the school year at convocation, assemblies, and special programs.

The Cum Laude Society

The faculty members of The Cum Laude Society at Lausanne review 11th grade and 12th grade student scholarship and award membership to those students who demonstrate exemplary scholarship through their cumulative GPA, IB Scores/Predicted Scores, standardized assessment scores, and level of coursework taken during their upper school program. Lausanne is one of a very select number of schools in the nation that offer this recognition to exceptional student scholars. Cum Laude membership is equivalent to Phi Beta Kappa membership at the collegiate level. Students with exceptionally high GPAs, College Admissions Test Scores, and enrollment in the IB Programme are considered by a faculty committee for membership. Juniors are held to a very high standard of achievement and fewer Juniors are admitted to membership than Seniors. A limit is placed on the committee of inductees by the National Charter for Cum Laude.

National Honor Society

Students in the 11th and 12th grade with a cumulative GPA of 3.75 and above are eligible for membership in our chapter of the National Honor Society. This process takes place during the first trimester of the school year. Students will be provided information on potential membership in NHS during the spring trimester and again in the 1st trimester to ensure students are well aware of the key characteristics of citizenship, honor, leadership, and service that are required for election into the society. Students will use their Naviance software to develop a resume of involvement and leadership that the NHS faculty committee will review in order to be considered for membership.

School's Grade Point Average (GPA) Computation

Grade point averages are calculated based on the following point scales:

IB High Level (HL) courses:

A=5.0	B=4.0	C=3.0	D=2.0	F=0
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IB Standard Level (SL) and regular non-IB higher level classes (HL):

A=4.5	B=3.5	C=2.5	D=1.5	F=0
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Regular non-IB standard level courses (SL):

A=4.0	B=3.0	C=2.0	D=1.0	F=0
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Credit courses (such as a foreign language) taken in the 7th or 8th grade can be included in the GPA at the parent's discretion, or repeated in the upper school. All classes that count towards the graduation requirements must be counted in the GPA. If a student does not perform well in a high school level class (below a B) in the middle school, then he or she is strongly encouraged to take the class again in the upper school.

For students who transfer in the eighth through eleventh grades, the Lausanne official transcript will be attached to the previous school's transcript and sent to the colleges with the previous school's GPA and Lausanne's transcripts, which will designate another GPA. Lausanne

transcripts are not merged with non-Lausanne transcripts. The GPA from the previous school will be considered in the awarding of quality points and honors if the stated criteria are met.

Quality Points (Awarded at Graduation)

Having satisfied course requirements, designations as follows will be awarded based on total earned quality points:

Honors	169 quality points
Cum Laude	184 quality points
Magna Cum Laude	199 quality points
Summa Cum Laude	214 quality points

Calculations are based on a 4.0 scale and eight semesters of high school. Credits for Algebra I, foreign language and Honors Geometry from 7th and 8th grade are counted. Quality points needed for honors are increased proportionally for students attending grades 9–12 for more than eight semesters.

Selection of Valedictorian and Salutatorian

Selection of the valedictorian and salutatorian is based on the following criteria:

- Both the valedictorian and the salutatorian must be eligible for a cum laude, magna cum laude or summa cum laude diploma. These diplomas are awarded based on the above Quality Point Scale.
- Transfer students are eligible if they have attended Lausanne for four full, consecutive semesters and including all three trimesters of their senior year.
- In comparing the ranking point averages of transfers to other students, only the grades for semesters and trimesters of common attendance at Lausanne will be compared.
- The final selection of valedictorian and salutatorian will be announced at Baccalaureate.
- If the top-ranking students are within a hundredth of a point of each other, numerical averages may be computed to make the final determination.
- If the top-ranking students are within thousandths of a point, a tie can be declared.

Each Lausanne Collegiate School student's progress in coursework will be evaluated in a formal fashion on a periodic basis and communicated to the parents. The basis of this evaluation will include the student's grasp of the subject's content as quantified via quizzes and tests, as well as a more subjective evaluation of the qualitative learning exhibited through the skills of problem-solving, assessed for grades 5–12.

Faculty members will assess students' progress in a fashion that can be meaningfully reported to parents and to other educators. The type of assessment being used in each class must be written in the syllabus for each subject in the Middle School and Upper School, and in the class orientation packet for Lower School. All divisions will send home trimester report cards. Academic progress can be accessed for grades 5–12 on the internet. If a parent is concerned about low grades on papers brought home or a pattern of “no homework tonight” is stated by the student, the parent should call the division office, e-mail or send a note to the teacher inquiring about the child's progress, or refer to the class's website for all current assignments and grades.

Student Assessment

- The faculty measures the progress of students using MYP standards, DP standards, and Vertical Team Benchmarks and Skills.
- In IB Diploma classes, the yearly grade is the average of grades from three terms and a final exam. In IB Middle Years Program classes, the yearly grade will be determined by the skill level the student reaches at the end of the year. No grade can exceed 100%.

Short-term assessments are returned to the students in a timely manner, usually within a twenty-four hour period. Long-term, more substantive assessments are returned to students within one to two weeks. Students may take all graded assessments home when completed. If parents are not receiving the graded work in a timely manner, please contact the teacher immediately.

Standardized Testing

Lausanne Collegiate School will assess student aptitude and performance periodically through the use of published, standardized testing instruments designed to assist in the evaluation of student aptitude and performance comparable to educational settings elsewhere. Testing materials and individual scores will be held in the confidential status they merit. Administrators and faculty will analyze testing results as one means of evaluating curriculum and teaching methodologies. Lausanne uses standardized tests in order to achieve the following goals:

- To identify applicants possessing the aptitude and general knowledge base from which successful acclimation to Lausanne may be predicted
- To evaluate the curriculum
- To determine individual student scholastic aptitude and achievement
- To assist individuals in making educational decisions
- To facilitate college entry
- To enable college coursework credit prior to college entry

The following is a list of the instruments currently in use, the purpose for which they were designed by the publisher and the grade level at which they are administered:

Educational Records Bureau-ISEE (Independent School Entrance Examination)

This is used as part of the admission process for students entering grades 5–12.

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

Preparation for SAT; employed in educational and college counseling; scholarship qualifying test for grade 11. This test is also given in grades 9 and 10 (as a practice test).

ALIS

Predictive and adaptive test used to help teachers support students in their IB classes. Taken at the start of grade 11.

Scholastic Aptitude Test I and the Test of Standard Written English (SAT I)

Required for college admission; students are asked to schedule and attempt for the first time by the end of grade 11. We do not offer special on campus testing for students with learning plans.

Scholastic Aptitude Test II (SAT II) (formerly Achievement Tests)

Supplemental requirement for admission to certain colleges; for students in grades 10, 11 and 12.

American College Test (ACT)

Required for college admission; students are asked to schedule and attempt for the first time by the end of grade 11. We offer special testing on campus for students with approved accommodations for the ACT twice a year, in October and February.

International Baccalaureate External Assessments; grades 11 and 12.

Fees for IB External Assessments

All students, unless otherwise noted, are expected to take the IB External Assessment for the IB class they are taking. All students will pay a registration fee with the IB of \$172. Each subject examination is \$119. Students in the full diploma programme will pay \$886 in total for all classes. They are not responsible for the fee for the Theory of Knowledge assessment, the Extended Essay, or the Creativity, Action, and Service program.