

**Basic Academy of International Studies**

**Diploma and Career-Related Programmes**

**Student Guide**

**Our mission**

Basic Academy challenges and inspires all students to make the world a better place through education and action.

**Our core objectives**

To provide you with the best preparation possible for success, whether entering into a career or furthering your education at the university level.

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**Academic integrity**

***Please refer to the full policy document, available on the school website.***

Academic honesty and personal integrity are fundamental components of a student’s education and character development. At Brown Junior High School and Basic Academy of International Studies, we believe that promoting academic honesty is the responsibility of the total school community. Students and all stakeholders, in accordance with the IB learner profile, will be principled. Principled learners demonstrate academic honesty and personal integrity. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Maintaining academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

***Definitions of Academic Honesty and Misconduct:***

Collusion: A secret agreement between two or more parties for a fraudulent, illegal, or deceitful purpose.

Cheating: Act dishonestly or unfairly in order to gain an advantage, esp. in a game or examination: "she cheats at cards".

Plagiarism: The practice of taking someone else's work or ideas and passing them off as one's own.

Citation: A quoting of an authoritative source for substantiation; source so cited; a quotation.

Integrity: The quality of being honest and having strong moral principles; moral uprightness.

Malpractice: Behavior that results in, or may result in, a student gaining an unfair advantage in one or more assessment components.

Fabrication: Inventing information, falsifying research/projects, and/or using other products with the intent to deceive.

Tampering: Tampering with teacher materials and/or student records for purposes of cheating or fabrication will not be tolerated.

Duplication: Submitting work that is substantially the same for assessment in different course without the consent of all teachers involved.

Confidential Information: Information that is private and not intended to be shared with non-authorized persons for any reason.

Forgery: Forging the signature of a Parent/Guardian, a school employee, or a Physician (or an Professional individual) on a letter, or on any document including but not limited to hall passes, progress or grade reported, parent letter, permission slips, medical documents.

***Citing Resources***

The Modern Language Association (MLA) or American Psychological Association (APA) styles and formats will be utilized for citation of sources. As most area high schools require MLA citation, the majority of instruction will focus on this style. However, reports using APA may be acceptable upon the teacher’s discretion.

There are many free online resources for students to check to make sure they are properly citing their sources, including [www.citationmachine.net](http://www.citationmachine.net), [http://owl.english.purdue.edu/owl/resource,](http://owl.english.purdue.edu/owl/resource,%20) and <www.easybib.com>.

***Disciplinary Measures***

According to the Clark County School District Code of Honor, a student can be suspended or receive other disciplinary action if he or she is scholastically dishonest, which includes but is not limited to cheating on a test, plagiarism, or unauthorized collaboration with another person in preparing written work.

The IB Guidelines for developing a school assessment policy in the Programme acknowledges the high stakes nature of [the] assessment process [in] determining students’ possible pathways to further education... As a result, incidents of academic dishonesty will be met with the most rigorous of consequences allowed for within the Clark County School District Code of Honor.

Accusations of academic dishonesty in the Diploma or Career-Related Programme will be reviewed by the Programme Coordinator and the Head of School, using the following procedure:

* teacher formally submits a behavioral referral
* teacher submits documentary evidence, as well as processes & protocols in place to ensure students’ knowledge and understanding of Academic Honesty Policy as applicable to the assignment in question
* student(s) and parents informed; student asked to respond to the allegation in writing The Head of School and Programme Coordinator will examine the case and determine which consequence, if any, is appropriate.

First offense consequences may include:

* failing grade on the assignment
* 3-day suspension from school
* mandatory parent conference with teachers, coordinator, and student

A second offense will result in the removal of the student from the Diploma Program.

***Academic dishonesty on an IB-moderated assessment will result in a failing grade for the grading period in that course and eliminate the student 's possibility of earning the IB***

***Diploma or Career-Related Certificate, as determined by the International Baccalaureate Organization***

**IB Diploma Programme**

The IB Diploma Programme (DP) is a rigorous, college-preparation course of study. It continues the inquiry- and exploration-based learning that is a integral part of the Middle Years Programme of education at Basic Academy. It encourages students to understand connections between ideas and across subject areas, as well as develop depth and breadth of knowledge. The development of critical analysis and communication skills are deeply embedded in the curriculum. Successful DP students are reflective, well-rounded, and articulate; as a result, they are increasingly valued in the realm of college admissions.

The DP is for students who are interested in being highly competitive in attaining their collegiate goals. Resilience, work ethic, and a passion for learning are the most important attributes for student success in the DP. Current Basic Academy students can apply for the programme during their 10th-grade year. To do so, they need to complete the Diploma Programme application. Non-Basic Academy students can apply to join our programme through the magnet application process.

***Components of the IB Diploma***

The DP curriculum was developed to align student experiences with those most effective in university admissions and completion. Each student learns across six subject groups (English, second language acquisition, history, science, math, and one IB elective) and the DP core.

*IB Diploma Core*

The core includes Theory of Knowledge (TOK), where students reflect on the nature of knowledge and their own understanding; creativity, activity, service (CAS), where students participate in the school and local communities; and the extended essay (EE), allowing students to perform independent research.

*IB Diploma Courses*

Students in the Diploma must complete seven two-year courses. Within each course, students will be expected to complete a content-specific assessment. The form of the assessment takes a different form for each subject.

The programme requires students to achieve seven learning outcomes in the extracurricular areas of Creativity, Activity, and Service (CAS) and complete a research project (Extended Essay).

There is a formal, externally graded test at the conclusion of six of the courses. It is recommended that students begin planning for the fees of those tests early, as they are a valuable investment in the college process.

The current list of Diploma classes offered (based upon interest) at Basic Academy are:

Language & Literature

Language Acquisition (Spanish or Chinese)

History of the Americas

Sciences (Biology, Chemistry or Physics)

Mathematics (Mathematical Applications and Analysis or Math Approaches and Interpretations)

Psychology or Visual Arts

Theory of Knowledge

***Theory of Knowledge***

Theory of Knowledge, often called TOK, is considered the centerpiece of the Diploma

Programme education. The course is philosophical in nature, without an emphasis on the history or development of philosophical schools of thought. Instead, students are encouraged to explore their reasons for 'knowing' things. Attention is paid to the value systems we use to evaluate our knowledge and the ways that we know things.

TOK is a two-year course, organized around the intersection between the areas of knowledge, ways of knowing, and knowledge claims and questions. Students will spend their time constructing meaning around these concepts for a variety of real-life situations.

As part of their completion of the Diploma Programme, students will deliver a presentation and complete a written response to a given set of knowledge statements.

***Extended Essay***

The Extended Essay is an externally assessed paper of no more than 4,000 words, the result of approximately 40 hours of work by the student. It represents independent research conducted by the student on a topic of interest and is overseen by a school supervisor. The Extended Essay (sometimes called the EE) is in response to feedback indicating that extended research and writing is often an area of remediation for incoming university students.

This supervisor has a coaching role toward the process; his/her job is not to select a topic or to correct grammar but to guide the student in a productive direction. The final work will include an outline, an abstract, the essay itself, and a bibliography.

You will have to develop a research question that fits within a specific IB-defined category. The reason for the category is to help focus the investigation, as would be expected for college-level research and writing.

***CAS***

Creativity, activity, service (CAS) is at the heart of the Diploma Programme (DP). It is one of the three essential elements of every student?s DP experience and involves students in a range of activities alongside their DP studies. The three strands of CASare characterized as follows:

**Creativity:**when you plan or design a service project or participate in something creative or artistic

Examples: Art Club, piano lessons, writing editorials, designing posters for a charity, participating in the school play, designing a practice plan for a team you coach, robotics, knitting blankets for premature infants

Non-examples: merely attending a concert, completing a graded art project, writing a story for a class

**Activity:**physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP

Examples: individual or team sports, participation in an activity-based club, taking classes at the local fitness center, building a house with Habitat for Humanity, Race for the Cure,

Relay for Life, coaching, group hikes

Non-examples: P.E., physical activity for which you have no supervision (such as exercising at home), activities that are graded for school

**Service:**an unpaid and voluntary exchange that has a learning benefit for you, the student. The rights, dignity, and autonomy of all those involved are respected.

Examples: Relay for Life, tutoring other students, Three Square, working at a local animal shelter, Adopt-a-Highway litter control, fundraising for charities

Non-examples: tutoring but receiving credit for it, doing chores at home, any job for which you are paid

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the DP. A good CAS program should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore, different goals and needs, but for many their CAS activities include experiences that are profound and life-changing and that impact other elements of the DP, such as their Theory of Knowledge (TOK) coursework and their Extended Essay (EE).

CAS should involve:

* real, purposeful activities with significant outcomes.
* personal challenging tasks must extend the student and be achievable in scope.
* thoughtful consideration, such as planning, reviewing progress, and reporting.
* reflection on outcomes and personal learning.

All proposed CAS activities need to meet the four criteria above. It is also essential that they not replicate other parts of the student’s DP work.

CAS activities should continue on a regular basis for at least 18 months beginning in August of the junior year and concluding in March of the senior year. Some activities and experiences that you have over the summer between your sophomore and junior year may count.

Successful completion of CAS is a requirement for the reward of the IB diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved the seven key learning outcomes detailed below. The school’s CAS program is regularly monitored by the regional office. To successfully complete CAS, students should have evidence that they have met ALL of the following learning objectives:

* **Identify own strengths and develop areas of growth:** Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
* **Demonstrate that challenges have been undertaken, developing new skills in the process:** A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in the established area.
* **Demonstrate how to plan and initiate a CAS experience:** Students can articulate stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience or by launching a new idea or process.
* **Show commitment to and perseverance in CAS experience:** Students demonstrate regular involvement and active engagement in CAS.
* **Demonstrate the skills and recognize the benefits of working collaboratively:** Students are able to identify, demonstrate, and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
* **Demonstrate engagement with issues of global significance:** Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally, or internationally (for example, environmental concerns or caring for the elderly).
* **Recognize and consider ethics of choices and actions:** Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences. CAS is a framework for experiential learning, learning by doing real tasks with real consequences and reflecting on the experiences over time.

*CAS Requirements:*

All students should be involved in CAS activities that they have initiated themselves. With the input of the students, other activities may be initiated by the school or groups such as IB Council. Activities should vary in length and in the amount of commitment required from the student, but none should be trivial.

The guideline for the minimum amount of CAS activity is approximately the equivalent of three to four hours per week, with a reasonable balance between creativity, activity, and service. These hours include the CAS activities themselves, as well as research, planning, and reflection. Students are expected to choose one to two main CAS experiences that span 18 months, the duration of the time they are DP students, including one significant project. In addition to these activities, students should supplement with other experiences that are shorter in duration and commitment.

*The CAS Project:*

* includes teamwork, preferably with other DP students.
* includes one or more of the three CAS strands (Creativity, Activity, Service).
* uses the CAS stages as a framework for implementation to ensure that all requirements are met.
* The CAS stages are as follows: Investigate, Prepare, Act, Demonstrate, Reflect. (Ideally, you reflect between each stage.)
* should occur over a minimum of one month

*Documentation:*

Your CAS documentation should reflect awareness of self-discovery, growth, and application of the knowledge to other areas of your life. Reflections should answer questions such as: How am I different as a result of these experiences? What have I learned about myself? How did participation in these activities change how I think or behave?

Students have flexibility for how they document their planning, experiences, and reflections, but there must be documentation, whether it’s via Google, a handwritten journal, a blog, or other forms. Although video may be used to document the experience, the reflection must be written, and the format must be easily accessible by the CAS coordinator. Through your documentation and reflection, and IBO evaluator must be able to tell what happened, why it happened, how it happened, what its value was, and what you learned from it.

Approval for activities must be completed via Google using the ‘Add a CAS Activity’ function.

Please note: generally, an activity will not be approved unless there is a leader or responsible adult on site to evaluate and confirm your performance. The supervisor cannot be a family member.

***Requirements for Satisfactory Completion of the IB Diploma:***

To be awarded the International Baccalaureate Diploma, students must:

* Achieve a minimum of 24 points for the external assessments across six subjects
* Meet all CAS requirements
* Achieve a score other than an "N" or "E" for TOK, the Extended Essay, or in any subject
* Achieve a score greater than "1" in all subjects/levels
* Achieve no greater than two scores of "2" and no greater than three scores of "3" in contributing subjects
* Achieve a minimum of 12 points on HL subjects
* Achieve a minimum of nine points on SL subjects
* Has not been penalized for academic dishonesty by the Final Award Committee

***The completion of the IB Diploma coursework contributes to the attainment of a Basic Academy of International Studies high school diploma.***

***Failure to earn a letter grade of "D' or higher in IB Diploma courses for each semester may jeopardize the student's eligibility for the high school diploma.***

***Academic dishonesty on any IB-moderated assessment will eliminate the student from attainment of the IB Diploma.***

**Career-Related Programme**

The IB Career-Related Programme (CP) is a challenging course of study focused on providing you with college readiness or the skills necessary for entry into a particular career pathway. It continues the inquiry- and exploration-based learning that is a integral part of the Middle Years Programme of education at Basic Academy. It encourages students to understand connections between subject areas and career readiness through the development of academic and career knowledge and skills. The development and communication skills are deeply embedded in the curriculum. Successful CP students are reflective, focused, and articulate.

The CP is for students who are interested in pursuing a career in one of our offered Career and Technical Education (CTE) strands while preparing for higher education opportunities toward that career.

***Components of the IB Career-Related Certificate***

The CP curriculum was developed to align student experiences with those most effective in preparing students for the next step toward their chosen career pathway. Each student takes a minimum of two IB-level, their CTE, and the Personal and Professional Skills courses, as well as completing the CP core.

*IB Career-Related Core*

The core includes Personal and Professional Skills (PPS), where students develop knowledge and skills valuable to their career choices; service learning, where students practice skills that add value to their local communities; language acquisition, where students develop second-language skills to prepare for interaction with an increasingly global workforce, and the reflective project (RP), allowing students to perform independent research to explore an ethical dilemma in their career pathway.

*IB Courses*

Students in the Career-Related Programme must complete a minimum of two (2) IB-level two-year courses. Within each course, students will be expected to complete a content-specific assessment. The form of the assessment takes a different form for each subject.

There is a formal, externally graded test at the conclusion of each of the IB-level courses. It is recommended that students begin planning for the fees of those tests early, as they are a valuable investment in the college process. Efforts will be made by the school and district to defray these fees, and students should be prepared to participate fully in available events to support this end.

The current list of IB-level classes offered (based upon interest) at Basic Academy are:

Language & Literature

Language Acquisition (Spanish or Chinese)

History of the Americas

Sciences (Biology, Chemistry or Physics)

Mathematics (Mathematical Applications and Analysis or Math Approaches and Interpretations)

Psychology or Visual Arts

***Personal and Professional Skills***

Personal & Professional Skills is a two-year class that integrates the Career-Related Core components (the Reflective Project, Service Learning, Language Development), as well as supporting the development of personal & professional skills in the student’s Career strand through exploration of five themes (personal development, intercultural understanding, effective communication, thinking processes, applied ethics).

The CP core and Personal and Professional Skills course are designed to support students’ understanding and growth in five learning outcomes:

* Identify own strengths and develop areas for growth.
* Demonstrate the ability to apply thinking processes to personal and professional situations
* Recognize and be able to articulate the value of cultural understanding and appreciation for diversity
* Demonstrate the skills and recognize the benefits of communicating effectively and working collaboratively
* Recognize and consider the ethics of choices and actions

***Reflective Project***

The Reflective Project is a piece of individual writing that focuses a research question on an ethical dilemma connected to the student’s Career and Technical Education course of study.

Students will produce a completely written work of approximately 3,000 words, or combine a written component (1,500-2,000 words) with a (700 word/ 7 min) presentation using another medium. This can be presented as a film, interview, play, spoken presentation, or a written script for any of the above. Students could also present a storyboard or pictorial display of approximately 700 words and 15 annotated images. Students are required to complete an additional document (Reflection on planning and progress form) that demonstrates their reflection at the beginning, middle, and after their project process. Students should dedicate approximately 50 hours of work on the Reflective Project.

***Service Learning***

Service learning provides opportunities for students to understand their capacity to make a meaningful contribution to their community and society. Through service learning, students develop and apply academic knowledge, personal skills and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions. The purpose is for students to contribute to society by improving the lives of people or assisting the environment or animals.

Students will create & maintain a Service Learning portfolio to demonstrate approximately 50 hours of their efforts and actions.

***Language Development***

Language development ensures that all students have access to and are exposed to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB’s concept of an international education. Language development encourages students to improve their proficiency in a language other than their best language.

Students will create & maintain a Language Development portfolio to demonstrate approximately 50 hours of their efforts and actions.

***Career-Related Study***

Each student must participate in a school-offered three-year Career and Technical Education (CTE) course of study. The student must complete the CTE exam at the end of the three-year course.

Career-related studies prepare students for further or higher education, an internship or apprenticeship, or a position in a designated field of interest. It provides the opportunity for students to learn about theories and concepts through application and practice while developing broad-based skills in authentic and meaningful contexts.

The career-related studies currently offered at Basic Academy are:

* Automotive technician
* Business management
* Cybersecurity
* Fashion, textile, and design
* Foods & nutrition
* Forensic science
* Media communications
* Video production

***Requirements for Satisfactory Completion of the IB Career-Related Certificate:***

To be awarded the International Baccalaureate Certificate, students must:

* Complete the CTE exam after three years of enrollment in the CTE course of study
* Achieve a minimum of 3 points for the external assessments across six subjects
* Achieve a score other than an "N" or "E" for the Reflective Project
* Achieve a score of least a "3" in for two IB subjects/levels
* Complete the Personal and Professional Skills requirements
* Complete the Service Learning portfolio
* Complete the Language Development portfolio
* Has not been penalized for academic dishonesty by the Final Award Committee

***The completion of the IB Career-Related Certificate coursework contributes to the attainment of a Basic Academy of International Studies high school diploma.***

***Failure to earn a letter grade of "D' or higher in IB Career-Related courses for each semester may jeopardize the student's eligibility for the high school diploma.***

***Academic dishonesty on any IB-moderated assessment will eliminate the student from attainment of the IB Diploma.***

**IB Courses**

Diploma students are expected to study six Diploma Programme courses, plus maintain enrollment in the Theory of Knowledge course, over the 11th and 12th grade years. The courses can be tested at higher level (HL) or standard level (SL).

Career-Related students are expected to study a minimum of two IB Courses, plus maintain enrollment in the Personal and Professional Skills course and the Career and Technical Education course, over the 11th and 12th grade years. The courses can be tested at higher level (HL) or standard level (SL).

***English A: Language and Literature aims:***

1. introduce students to a range of texts from different periods, styles and genres
2. develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
3. develop the students’ powers of expression, both in oral and written communication
4. encourage students to recognize the importance of the contexts in which texts are written and received
5. encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
6. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
7. promote in students an enjoyment of, and lifelong interest in, language and literature.
8. develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
9. encourage students to think critically about the different interactions between text, audience and purpose.

***Language B: Spanish or Chinese aims:***

1. develop students’ inter-cultural understanding
2. enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
3. encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
4. develop students’ awareness of the role of language in relation to other areas of knowledge
5. develop students’ awareness of the relationship between the languages and cultures with which they are familiar
6. provide students with a basis for further study, work and leisure through the use of an additional language
7. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

***History aims:***

1. encourage the systematic and critical study of: human experience and behavior; physical, economic and social environments; the history and development of social and cultural institutions
2. develop in the student the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
3. enable the student to collect, describe and analyze data used in studies of society, to test hypotheses and interpret complex data and source material
4. promote the appreciation of the way in which learning is relevant to both the culture in which the student lives and the culture of other societies
5. develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
6. enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.
7. develop an understanding of, and continuing interest in, the past
8. encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
9. promote international-mindedness through the study of history from more than one region of the world
10. develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
11. develop key historical skills, including engaging effectively with sources
12. increase students’ understanding of themselves and of contemporary society by encouraging reflection on the past.

***Sciences aims:***

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyze, evaluate and synthesize scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

***Math aims:***

1. enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
2. develop an understanding of the principles and nature of mathematics
3. communicate clearly and confidently in a variety of contexts
4. develop logical, critical and creative thinking, and patience and persistence in problem-solving
5. employ and refine their powers of abstraction and generalization
6. apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
7. appreciate how developments in technology and mathematics have influenced each other
8. appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
9. appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular area of knowledge in the TOK course.

***Psychology aims****:*

1. develop an awareness of how psychological research can be applied for the benefit of human beings
2. ensure that ethical practices are upheld in psychological inquiry
3. develop an understanding of the biological, cognitive and sociocultural influences on human behavior
4. develop an understanding of alternative explanations of behavior
5. understand and use diverse methods of psychological inquiry.

***Visual Art s aims:***

1. enjoy lifelong engagement with the arts
2. become informed, reflective, and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place, and culture
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.