The ISB High School Diploma program at ISB is a four-year university preparatory course of study that prepares young women and men to be global-minded, curious, respectful lifelong learners. At ISB we believe that successful students are distinguished not solely by their attainments on tests and exams, although our students’ academic achievements are worthy of note. Rather, we believe that a habit of inquiry, marked by perseverance and a willingness to take risks, will prepare young people to contribute meaningfully to the world of the future.

High School students at ISB are expected to be working in good faith toward completion of the School’s graduation requirements within a four-year period. All students are expected to graduate from ISB by the time they are 19 years of age. By the end of high school, the ISB graduate will have earned a minimum of 24 credits. In addition, students will have demonstrated, through participation in co-curricular, athletic, and service opportunities, their commitment to global citizenship and to enriching the world around them.

ISB is fully accredited by both the New England Association of Schools and Colleges (NEASC) in the United States and the National Center for School Curriculum and Textbook Development (NCCT) here in China. The ISB high school diploma is highly respected by colleges and universities around the world.

ISB is also authorized by the International Baccalaureate Organization to administer the IB Diploma Programme in grades 11 and 12. The opportunity to earn this second diploma presents an exciting, challenging pathway of studies for many of our students. Students in grades 11 and 12 who choose not to pursue the IB Diploma may choose to undertake IB courses at the Standard Level or the Higher Level, complemented by ISB courses, to create a personalized program that aligns with their passions and goals. For further information about the IB Diploma and IB courses, visit the IB Diploma Programme pages of the Dragons’ Gate, or read the brochure available from the High School Office or from the IB Coordinator.
Earning Graduation Credits

The International School of Beijing high school program is modeled on a U.S. high school program leading to a college preparatory U.S. high school diploma. Students in grades 9 through 12 work toward earning a specific number of graduation credits each year. A passing grade in a subject for a year’s work earns one credit toward high school graduation. A passing grade in a one-semester course earns one-half credit. Students must earn 24 credits, distributed as shown on the chart at the right.

Beginning with the class of 2015, students are required to complete one full credit in the Film, Arts and Design or Performing Arts during their four years of High School. This credit may be earned through semester-long or year-long electives.

Eligibility

To be eligible to earn a High School Diploma from ISB, a student must be in attendance the entire grade 12 year. If a student transfers into ISB after the start of his/her grade 12 year, the sending school will be responsible for awarding graduate status and a high school diploma for that student.

Notes on Requirements

ISB’s challenging high school courses create an atmosphere of high expectations. Students must earn a minimum of six (6) academic credits per school year. By the end grade 9 students must have earned a minimum of 6 credits; at least 12 credits by the end of Grade 10; 18 by the end of Grade 11, and 24 by the end of their senior year.

We recommend that students take no more than five courses from the core academic areas (English, math, science, social studies, and world languages or ESOL) each semester, allowing for at least one study hall and up to two credit-bearing electives.

Study Hall is a teacher-supervised, non-credit block in which students may work on assignments, study for tests, or use the Library. Students may enroll in a maximum of two study halls per semester.

New seniors with no previous high school language credit will be required to complete only one credit of a world language.

Minimum Academic Standards

Students at ISB must maintain a minimum GPA of 1.5 and must not receive more than one F at the end of each semester. Students who do not meet these standards will be placed on academic probation. An academic probation contract will be jointly developed by the student, parent(s), principal, and guidance counselor. A student who fails to meet the requirements of the academic probation contract may be asked to withdraw from ISB.

Transferring Credits

Twenty-four credits are required for graduation. Students transferring to ISB may be credited with up to eight graduation credits per academic year. Credits for courses at other schools are awarded at the discretion of the counselors.

Attendance and Earning Credit

Total Credits Needed for Graduation: 24

Distribution of credit as per the chart below:

<table>
<thead>
<tr>
<th>Department</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies*</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics*</td>
<td>3</td>
</tr>
<tr>
<td>Science*</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language*/ESOL</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Health (Grade 10 only)</td>
<td>0.5</td>
</tr>
<tr>
<td>Visual Arts &amp; Performing Arts</td>
<td>1</td>
</tr>
</tbody>
</table>

The requirements shown total 18.5 credits (17.5 for the class of 2014); the remaining credits needed for graduation are to be made up of electives and must include at least two credits from the subject areas marked with an asterisk*.

Additionally, students must demonstrate a sustained commitment to culturally aware global citizenship through participation in co-curricular and community service activities. Please see the HS Handbook for more details.

Letter Grade | Percent | Point Value | IB & AP Point Value |
-------------|---------|-------------|---------------------|
A+           | 98-100  | 4.3         | 4.8                 |
A            | 93-97   | 4.0         | 4.5                 |
A-           | 90-92   | 3.7         | 4.2                 |
B+           | 87-89   | 3.3         | 3.8                 |
B            | 83-86   | 3.0         | 3.5                 |
C-           | 80-82   | 2.7         | 3.2                 |
C            | 77-79   | 2.3         | 2.8                 |
C-           | 73-76   | 2.0         | 2.5                 |
D            | 70-72   | 1.7         | 2.2                 |
D-           | 67-69   | 1.3         | 1.8                 |
D            | 63-66   | 1.0         | 1.5                 |
D-           | 60-62   | 0.7         | 1.2                 |
F            | <60     | 0.0         | 0.0                 |
To receive credit for a course, a student must be in attendance for at least 80% of the scheduled class time each semester. Students may be absent from a class only nine (9) class periods each semester. Students who exceed nine absences may be in jeopardy of losing credit for lack of attendance in that class. For students who exceed the maximum allowed absences, the Academic Review Committee will review each case on an individual basis. This committee is composed of the High School Principal, the Assistant Principal, and the Counselors.

Repeating a Core Academic Course
A student may repeat a course by teacher recommendation or to improve skills. The grade and credit earned during the first year that the course is taken will be listed on the transcript and included in the calculation of GPA. When a course is repeated for remediation or to improve skills, no credit is awarded the second time; nevertheless, the grade is recorded on the transcript and calculated into the student’s GPA.

The following elective courses may be repeated for credit:
- Publication Design 1 and 2
- Filmmaking 2
- Office/Teacher/Library Aide
- Personal Fitness
- Concert Orchestra, Band, or Choir
- Guided study

Drop/Add Procedures
Ordinarily, students will not be permitted to add or drop courses after the start of the semester in which the course begins. Students are expected to be conscientious in their decision-making regarding course selection. Teachers, students, parents, and counselors are all involved in the process. Therefore, once a program of study has been initiated, changes to selections should occur during the 5-day drop/add period only if a student has been misplaced. A student may request to drop or add a course during this 5-day period if he or she obtains written permission from parents, teacher(s), and the counselor. Students who drop a course after the drop/add period without approval for extenuating circumstances will receive a failing grade for the course. In addition, seniors wishing to drop a course after transcripts have been sent to colleges and universities must notify each institution of the modification to their academic program.

Weighting of Academic Courses
All IB (except Theory of Knowledge) and AP courses receive weighted grade points in the calculation of a student’s internal (ISB) GPA. Please note that this is an internal measure only. IB scores (1-7) are awarded to students in the summer following graduation by external examiners appointed by the IBO.

Course Availability
The preliminary choice of subjects during the registration process helps to establish the widest range of individual choice. It is, however, sometimes necessary to ask students to accept modifications to their original choice. Modifications may be needed because of scheduling difficulties - one course conflicting with another; or because too few students select a course, making it no longer viable. We therefore ask students to be flexible in their course selection choices. We always hope to meet the requests of students to help them in their planned course of study.

Every student is required to choose three alternate courses, including options for second-semester offerings.

Students must select a full-time course load for both first and second semesters at the time of registration.

Independent Study Options and Online Courses
ISB students who are particularly self-motivated and who have demonstrated strength in managing their academic and extracurricular commitments may wish to engage in a course that helps them develop as independent learners. There are several new independent study options available for the coming year, described in detail in the section of this guide entitled “Directed Independent Study at ISB.” Enrollment in an independent study requires case-by-case approval. Students must discuss options with counselors and teachers before submitting a request for independent study.

In 2014-2015, we are expanding our online educational options. In addition to the IB-approved Pamoja online courses and the Global Online Academy offerings, we will also be offering online courses through Virtual High School (VHS) and the University of California Online (UC Online). GOA and VHS courses are open to students in grades 10-12. UC Online and Pamoja IB online courses are only available to students in grades 11 and 12.
Enrollment in an online course requires approval from the counselor and the Online Learning coordinator. No more than one online course may be taken in a semester.

External Examinations
ISB offers a broad selection of external examinations. These include final examinations for all Advanced Placement (AP) and International Baccalaureate (IB) courses taught and transcripted by ISB (including online approved online courses taken through Pamoja or Virtual High School).

ISB is also a testing site for college admissions testing, including

• PSAT, SAT and SAT Subject Tests
• ACT

The High School Counselors can assist students with registration for any of these examinations.

The TOEFL is not offered at ISB. Students who need to take the TOEFL must make arrangements on their own.

Accredited Summer-School Programs
Should students choose to take courses for remediation or advancement, prior approval must be obtained from the Department Head, Counselor, and Principal.
IB PROGRAMME AT ISB

ISB offers its students the opportunity to earn a second diploma, the International Baccalaureate (IB) Diploma. The IB Diploma Programme is a challenging two-year pre-university education. It involves rigorous academic studies and promotes international-mindedness and critical thinking. Students are encouraged to ask challenging questions, learn how to learn, develop a strong sense of their own identity and culture, and develop the ability to communicate with people from other cultures. Students who do not wish to complete the full IB Diploma Programme are able to enroll in one or more IB courses, each of which receives recognition from IB upon successful completion and contribute to the ISB school Diploma.

The nonprofit IB Organization, founded in the 1960s, grew out of international school efforts to establish a common curriculum and university entrance credentials for geographically mobile students. Beyond these practical considerations, IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional, and social growth through all domains of knowledge. The attributes of the IB learner profile express the values inherent to the IB continuum of international education. IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced, and reflective.
## Full Diploma or Separate IB Courses? What is the difference?

<table>
<thead>
<tr>
<th>Full Diploma Candidates</th>
<th>IB Course Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Study six subjects:</strong></td>
<td><strong>Students can study one or more IB subjects,</strong> either at higher level (HL) or standard level (SL), as a part of their normal high school program.</td>
</tr>
<tr>
<td>• one from each group 1-6; see table on next page</td>
<td></td>
</tr>
<tr>
<td>• three of which are studied at higher level (HL)- (an exception to this is to study four HL subjects IF the fourth HL satisfies appropriate Group 2 language course placement)</td>
<td></td>
</tr>
<tr>
<td><strong>Compulsory participation in the 'core' of the program:</strong></td>
<td><strong>Students may also elect to take one or more of the core elements:</strong> TOK, CAS and EE.</td>
</tr>
<tr>
<td>• Theory of Knowledge course (TOK)</td>
<td><strong>TOK</strong> sign up on the course selection sheet. (Attendance in IB Core Class required; approx. 3 classes)</td>
</tr>
<tr>
<td>• Creativity, action and service programme (CAS)</td>
<td><strong>CAS</strong> sign up with the CAS coordinator, Ms. Gillund, by semester one course add/drop deadline</td>
</tr>
<tr>
<td>• Extended essay (EE)</td>
<td><strong>EE</strong> sign up with the EE coordinator, Mrs. Bayes, by semester one course add/drop deadline. (Most IB Core Classes will need to be attended))</td>
</tr>
</tbody>
</table>

Please note: All Core signups (TOK/EE/CAS) for students who are not full diploma are subject to availability.

Students are advised to discuss these options carefully with their counselor, teachers and parents. The IB coordinator is also available for further advice.

*All students who study IB courses at the School are required to participate in all IB assessments, including the final exams.*
ENGLISH

The English department recognizes that all meaning and thought is constructed in language. Through the deconstruction and production of language in literary and non-literary texts, students not only gain self-knowledge, but also participate in community. Critical thinking is developed through reading, writing, listening, viewing and speaking in a variety of situations, for a variety of purposes. The literate person comes to appreciate his/her place in the world by successfully understanding and communicating with others. To this end, the High School English teachers continue in ISB’s commitment to the following school-wide long term learning goals:

1. Students can comprehend and evaluate appropriately complex text types across modes and disciplines.
2. Students will communicate across multiple modes to address task, purpose, perspective, and intended audience.
3. Students will make personal meaning and seek understanding of perspectives and contexts through various forms of communication, as both an interpretive and expressive act.

Course Offerings

**GRADE 9**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>English 9: Introduction to Text Analysis</td>
</tr>
</tbody>
</table>

**GRADE 10**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>112</td>
<td>English 10: Topic Study Analysis</td>
</tr>
<tr>
<td>113</td>
<td>English 10: Genre Study Analysis</td>
</tr>
<tr>
<td>127*</td>
<td>Creative Writing: Metaphors &amp; Other Stories</td>
</tr>
</tbody>
</table>

**GRADE 11**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>English 11</td>
</tr>
<tr>
<td>127*</td>
<td>Creative Writing: Metaphors &amp; Other Stories</td>
</tr>
<tr>
<td>142</td>
<td>IB English A: Literature SL I</td>
</tr>
<tr>
<td>152</td>
<td>IB English A: Literature HL I</td>
</tr>
<tr>
<td>162</td>
<td>IB English A: Language and Literature HL I</td>
</tr>
<tr>
<td>164</td>
<td>IB English A: Language and Literature SL I</td>
</tr>
</tbody>
</table>

**GRADE 12**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>127*</td>
<td>Creative Writing: Metaphors &amp; Other Stories</td>
</tr>
<tr>
<td>130</td>
<td>English 12</td>
</tr>
<tr>
<td>142</td>
<td>IB English A: Literature SL I</td>
</tr>
<tr>
<td>143</td>
<td>IB English A: Literature SL II</td>
</tr>
<tr>
<td>152</td>
<td>IB English A: Literature HL I</td>
</tr>
<tr>
<td>153</td>
<td>IB English A: Literature HL II</td>
</tr>
<tr>
<td>162</td>
<td>IB English A: Language and Literature HL I</td>
</tr>
<tr>
<td>163</td>
<td>IB English A: Language and Literature HL II</td>
</tr>
<tr>
<td>164</td>
<td>IB English A: Language and Literature SL I</td>
</tr>
<tr>
<td>165</td>
<td>IB English A: Language and Literature SL II</td>
</tr>
</tbody>
</table>

Course Description

**ENGLISH 9: INTRODUCTION TO TEXT ANALYSIS**

Full year | 1 Credits | Grade 9

English 9 is a foundational year in disciplinary thinking. Students are exposed to basic critical lenses used to decipher literary and non-literary texts. Amongst these approaches are the formalistic, socio-historical as well as the archetypal readings. As with every English course, students will be developing interpretive and expressive skills, with a sympathetic eye towards cultural context and the human condition.

**ENGLISH 10: TOPIC STUDY ANALYSIS**

Full year | 1 Credits | Grade 10

English 10: Topic Study Analysis builds on the analytical thinking skills developed in earlier grades to refine deeper critical approaches to literary and non-literary texts. This course explores language and meaning through the critical lenses of ethnicity, class, gender, and power. Students will develop interpretive and expressive skills with a sympathetic eye towards cultural context and the human condition.
113  **English 10: Genre Study Analysis**  
**Full year | 1 Credits | Grade 10**  
English 10: Genre Study Analysis builds on the analytical thinking skills developed in earlier grades to refine deeper critical responses to literature. This course explores expression of meaning through a variety of literary genres. Students will further develop specificity and sophistication in their written and spoken interpretations.

120  **English 11**  
**Full year | 1 Credits | Grade 11**  
Semester one explores the literature and media that communicate the experiences of modern conflict. Through a variety of text types, the course critically evaluates the different expressions of conflict in recent history influenced by class, gender, geography and generation. Special focus will be given to the role of participation and memory in shaping these narratives and resulting interpretations.

Idealism has often been the driving force behind reformers and rebels alike. In semester two, the voices of the outsider will be identified and analyzed. Students will consider whether these points of view help to construct our understanding of a multidimensional world or are ultimately destructive. Within this exploration, students will reflect on the conditions that catalyze these divergent perspectives.

**Elective**  
127  **Creative Writing: Metaphors & Other Stories**  
**Semester | 0.5 Credits | Grade 10, 11, 12**  
This semester-long elective course for grades 10 - 12 will allow students to explore the creative forms of the short story, poetry, and drama. Students will be encouraged to experiment with shifting perspectives, figurative language, conflict building, characterization methods, and varying structures as they create original works in each of these genres. Though they will eventually produce longer, complete works, students will also participate in frequent shorter creative-writing exercises to practice and explore a variety of methods for generating ideas, expressing and communicating original thought, and revising or reorienting ideas in early drafts. Students will also read and discuss many examples of professional writing samples, modeling techniques and approaches in the published works.

130  **English 12**  
**Full year | 1 Credits | Grade 12**  
Rhetorical skills in writing, speech, and the visual are the focus of the first semester. Rhetoric is the discovery of using all available means of persuasion on a topic. Explicit identification of these methods and practice in a variety of communication tasks will provide an opportunity to improve expression and interpretation skills. Students’ expressive skills will be developed through a number of writing, speech and multimedia tasks.

The role of the social, political and historic context in shaping individual identity is central to the study in second semester. The texts here allow students to probe into the age old questions concerning individual liberty, autonomy, morality, authority and the social contract. The question of how to forge a stable social society presents itself for consideration.

142  **IB English A: Literature SL I**  
**Full year | 1 Credits | Grade 11, 12**  
This two-year course is divided into four parts:

1. Works in Translation (2 texts)
2. Detailed Study (2 texts)
3. Literary Genres (3 works)
4. Options--school’s free choice (3 works)
Requirements for the IB Diploma or Certificate include a 1500-word paper based on a Part 1 work plus a reflective statement of 300-400 words (assessed externally); an oral presentation based on Part 4; a recorded oral examination of 10 minutes based on Part 2 works (assessed internally and moderated externally); and written examinations in May of the second year—one 90-minute paper on the Part 3 texts and one 90-minute paper on a previously unseen passage (assessed externally). Students who take this course should be prepared to think critically, work independently, and take an active role in class discussion. Preparation for the specific IB requirements will include use of exemplars and discussion of the assessment criteria as well as discussion of the particular texts. In addition to IB requirements, students will complete a variety of written and oral assignments for ISB. Students enrolled in this course are expected to sit for the IB examinations in their senior year.

**Distinctions between SL and HL**

SL students are required to study 10 works; HL students are required to study 13. Some of the assessment tasks for SL are less demanding. For example, for Part 2, SL students present a 10-minute oral commentary, whereas HL students must first present a 10-minute oral commentary on a poem followed immediately by a 10-minute recorded interview on a Part 2 text of a different genre. For Paper 1 in May of the second year, both SL and HL write a literary analysis of a previously unseen passage. However, SL students are assisted by two guiding questions whereas HL students write a literary commentary with no assistance from guiding questions.

The external assessment criteria for Papers 1 and 2 and the internal assessment criteria are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers’ techniques than SL students. The requirements for depth of knowledge and understanding and for demonstrating the skills of analysis, synthesis, evaluation, and organization are less demanding at SL than at HL.

In Parts 2 and 3, SL students will analyze four literary works while HL students will analyze six literary works drawn from multiple cultures. A focus on critical reading skills will be combined with the role of context and other interpretative approaches.

SL requirements for the IB Diploma or Certificate include one 800-1000 word written task accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—a one-and-a-half hour paper on the Part 3 texts and a one-and-a-half hour paper analyzing one previously unseen non-literary texts (assessed externally).

HL requirements for the IB Diploma or Certificate include two 800-1000 word written tasks accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—one two-hour paper on the Part 3 texts and one two-hour paper comparing two previously unseen texts (assessed externally).

The external assessment criteria for Papers 1 and 2 and the Written Tasks are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers’ techniques than SL students. The internal assessment criteria are the same for both SL and HL programs.

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**143 | IB English A: Literature SL II**

**Full year | 1 Credits | Grade 12**

**PRE-REQUISITES:** English A: Literature SL I

This two-year course is divided into four parts:

1. Works in Translation (2 texts)
2. Detailed Study (2 texts)
3. Literary Genres (3 works)
4. Options—school’s free choice (3 works)

Requirements for the IB Diploma or Certificate include a 1500-word paper based on a Part 1 work plus a reflective statement of 300-400 words (assessed externally); an oral presentation based on Part 4; a recorded oral examination of 10 minutes based on Part 2 works (assessed internally and moderated externally); and written examinations in May of the second year—one 90-minute paper on the Part 3 texts and one 90-minute paper on a previously unseen passage (assessed externally). Students who take this course should be prepared to think critically, work independently, and take an active role in class discussion. Preparation for the specific IB requirements will include use of exemplars and discussion of the assessment criteria as well as discussion of the particular texts. In addition to IB requirements, students will complete a variety of written and oral assignments for ISB. Students enrolled in this course are expected to sit for the IB examinations in their senior year.

**Distinctions between SL and HL**
SL students are required to study 10 works; HL students are required to study 13.

Some of the assessment tasks for SL are less demanding. For example, for Part 2, SL students present a 10-minute oral commentary, whereas HL students must first present a 10-minute oral commentary on a poem followed immediately by a 10-minute recorded interview on a Part 2 text of a different genre. For Paper 1 in May of the second year, both SL and HL write a literary analysis of a previously unseen passage. However, SL students are assisted by two guiding questions whereas HL students write a literary commentary with no assistance from guiding questions.

The external assessment criteria for Papers 1 and 2 and the internal assessment criteria are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers’ techniques than SL students. The requirements for depth of knowledge and understanding and for demonstrating the skills of analysis, synthesis, evaluation, and organization are less demanding at SL than at HL.

In Parts 2 and 3, SL students will analyze four literary works while HL students will analyze six literary works drawn from multiple cultures. A focus on critical reading skills will be combined with the role of context and other interpretative approaches.

SL requirements for the IB Diploma or Certificate include one 800-1000 word written task accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—a one-and-a-half hour paper on the Part 3 texts and a one-and-a-half hour paper analyzing one previously unseen non-literary texts (assessed externally).

HL requirements for the IB Diploma or Certificate include two 800-1000 word written tasks accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—one two-hour paper on the Part 3 texts and one two-hour paper comparing two previously unseen texts (assessed externally).

The external assessment criteria for Papers 1 and 2 and the Written Tasks are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers’ techniques than SL students. The internal assessment criteria are the same for both SL and HL programs.

152 IB ENGLISH A: LITERATURE HL I

Full year | 1 Credits | Grade11, 12

This two-year course is divided into four parts:

1. Works in Translation (3 texts)
2. Detailed Study (3 texts)
3. Literary Genres (4 works)
4. Options—school’s free choice (3 works)

Requirements for the IB Diploma or Certificate include a 1500-word paper based on a Part 1 work plus a reflective statement of 300-400 words (assessed externally); an oral presentation based on Part 4; a recorded oral examination of 20 minutes based on Part 2 works (assessed internally and moderated externally); and written examinations in May of the second year—one two-hour paper on the Part 3 texts and one two-hour paper on a previously unseen passage (assessed externally). Students who take this course should be prepared to think critically, work independently, and take an active role in class discussion. Preparation for the specific IB requirements will include use of exemplars and discussion of the assessment criteria as well as discussion of the particular texts. In addition to IB requirements, students will complete a variety of written and oral assignments for ISB.

Students enrolled in this course are expected to sit for the IB examinations in their senior year.

Distinctions between SL and HL

SL students are required to study 10 works; HL students are required to study 13. Some of the assessment tasks for SL are less demanding. For example, for Part 2, SL students present a 10-minute oral commentary, whereas HL students must first present a 10-minute oral commentary on a poem followed immediately by a 10-minute recorded interview on a Part 2 text of a different genre. For Paper 1 in May of the second year, both SL and HL write a literary analysis of a previously unseen passage. However, SL students are assisted by two guiding questions whereas HL students write a literary commentary with no assistance from guiding questions.

The external assessment criteria for Papers 1 and 2 and the internal assessment criteria are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers’ techniques than SL students. The requirements for
depth of knowledge and understanding and for demonstrating the skills of analysis, synthesis, evaluation, and organization are less demanding at SL than at HL.

In Parts 2 and 3, SL students will analyze four literary works while HL students will analyze six literary works drawn from multiple cultures. A focus on critical reading skills will be combined with the role of context and other interpretative approaches.

SL requirements for the IB Diploma or Certificate include one 800-1000 word written task accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—a one-and-a-half hour paper on the Part 3 texts and a one-and-a-half hour paper analyzing one previously unseen non-literary texts (assessed externally). HL requirements for the IB Diploma or Certificate include two 800-1000 word written tasks accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—one two-hour paper on the Part 3 texts and one two-hour paper comparing two previously unseen texts (assessed externally).

The external assessment criteria for Papers 1 and 2 and the Written Tasks are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers’ techniques than SL students. The internal assessment criteria are the same for both SL and HL programs.

### 153 International School of Beijing

**IB English A: Literature HL II**

**Full year | 1 Credits | Grade 12**

**PRE-REQUISITES: English A: Literature HL I**

This two-year course is divided into four parts:

1. Works in Translation (3 texts)
2. Detailed Study (3 texts)
3. Literary Genres (4 works)
4. Options--school’s free choice (3 works)

Requirements for the IB Diploma or Certificate include a 1500-word paper based on a Part 1 work plus a reflective statement of 300-400 words (assessed externally); an oral presentation based on Part 4; a recorded oral examination of 20 minutes based on Part 2 works (assessed internally and moderated externally); and written examinations in May of the second year—one two-hour paper on the Part 3 texts and one two-hour paper on a previously unseen passage (assessed externally). Students who take this course should be prepared to think critically, work independently, and take an active role in class discussion. Preparation for the specific IB requirements will include use of exemplars and discussion of the assessment criteria as well as discussion of the particular texts. In addition to IB requirements, students will complete a variety of written and oral assignments for ISB.

Students enrolled in this course are expected to sit for the IB examinations in their senior year.

**Distinctions between SL and HL**

SL students are required to study 10 works; HL students are required to study 13. Some of the assessment tasks for SL are less demanding. For example, for Part 2, SL students present a 10-minute oral commentary, whereas HL students must first present a 10-minute oral commentary on a poem followed immediately by a 10-minute recorded interview on a Part 2 text of a different genre. For Paper 1 in May of the second year, both SL and HL write a literary analysis of a previously unseen passage. However, SL students are assisted by two guiding questions whereas HL students write a literary commentary with no assistance from guiding questions.

The external assessment criteria for Papers 1 and 2 and the internal assessment criteria are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers’ techniques than SL students. The requirements for depth of knowledge and understanding and for demonstrating the skills of analysis, synthesis, evaluation, and organization are less demanding at SL than at HL.

In Parts 2 and 3, SL students will analyze four literary works while HL students will analyze six literary works drawn from multiple cultures. A focus on critical reading skills will be combined with the role of context and other interpretative approaches.

SL requirements for the IB Diploma or Certificate include one 800-1000 word written task accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—a one-and-a-half hour paper on the Part 3 texts and a one-and-a-half hour paper analyzing one previously unseen non-literary texts (assessed externally).
HL requirements for the IB Diploma or Certificate include two 800-1000 word written tasks accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—one two-hour paper on the Part 3 texts and one two-hour paper comparing two previously unseen texts (assessed externally).

The external assessment criteria for Papers 1 and 2 and the Written Tasks are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers’ techniques than SL students. The internal assessment criteria are the same for both SL and HL programs.

162  IB English A: Language and Literature HL I

Full year | 1 Credits | Grade11, 12

Language and Literature provides a different avenue for those students who do not merely want to critically analyze literature. It is intended for those students who wish to challenge themselves with an analysis of Language and how it affects meaning.

This course develops students’ knowledge and understanding of both language and literature through the study of literary and non-fiction texts, including mass media. Students will be challenged to think critically about the different interactions between text, audience and purpose and understand how language, culture and context determine the way in which meaning is constructed. Through the study of varied texts, students will gain a broad understanding of the role of language in peoples’ lives, in the media and in the arts.

This two-year course is divided into four parts:

1. Language in cultural context
2. Language and mass communication
3. Literature – texts and contexts
4. Literature – critical study

Students who take this course should be prepared to think critically, work independently, and take an active role in class discussion. Under the teacher’s guidance, students may make decisions on the form of tasks, undertake research projects, generate text materials and participate in online learning environments. In addition to IB requirements, students will complete a variety of written and oral assignments for ISB.

Students enrolled in this course are expected to sit for the IB examinations in their senior year.

Distinctions between SL and HL

In Parts 2 and 3, SL students will analyze four literary works while HL students will analyze six literary works drawn from multiple cultures. A focus on critical reading skills will be combined with the role of context and other interpretative approaches.

SL requirements for the IB Diploma or Certificate include one 800-1000 word written task accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—a one-and-a-half hour paper on the Part 3 texts and a one-and-a-half hour paper analyzing one previously unseen non-literary texts (assessed externally).

HL requirements for the IB Diploma or Certificate include two 800-1000 word written tasks accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—one two-hour paper on the Part 3 texts and one two-hour paper comparing two previously unseen texts (assessed externally).

The external assessment criteria for Papers 1 and 2 and the written tasks are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers’ techniques than SL students. The internal assessment criteria are the same for both SL and HL programs.

163  IB English A: Language and Literature HL II

Full year | 1 Credits | Grade12
PRE-REQUISITES: IB English A: Language and Literature HL I
Language and Literature provides a different avenue for those students who do not merely want to critically analyze literature. It is intended for those students who wish to challenge themselves with an analysis of Language and how it affects meaning.

This course develops students’ knowledge and understanding of both language and literature through the study of literary and non-fiction texts, including mass media. Students will be challenged to think critically about the different interactions between text, audience and purpose and understand how language, culture and context determine the way in which meaning is constructed. Through the study of varied texts, students will gain a broad understanding of the role of language in peoples’ lives, in the media and in the arts.

This two-year course is divided into four parts:
1. Language in cultural context
2. Language and mass communication
3. Literature – texts and contexts
4. Literature – critical study

Students who take this course should be prepared to think critically, work independently, and take an active role in class discussion. Under the teacher’s guidance, students may make decisions on the form of tasks, undertake research projects, generate text materials and participate in online learning environments. In addition to IB requirements, students will complete a variety of written and oral assignments for ISB.

Students enrolled in this course are expected to sit for the IB examinations in their senior year.

**Distinctions between SL and HL**

In Parts 2 and 3, SL students will analyze four literary works while HL students will analyze six literary works drawn from multiple cultures. A focus on critical reading skills will be combined with the role of context and other interpretative approaches.

SL requirements for the IB Diploma or Certificate include one 800-1000 word written task accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—a one-and-a-half hour paper on the Part 3 texts and a one-and-a-half hour paper analyzing one previously unseen non-literary texts (assessed externally).

HL requirements for the IB Diploma or Certificate include two 800-1000 word written tasks accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—one two-hour paper on the Part 3 texts and one two-hour paper comparing two previously unseen texts (assessed externally).

The external assessment criteria for Papers 1 and 2 and the written tasks are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers’ techniques than SL students. The internal assessment criteria are the same for both SL and HL programs.
2. Language and mass communication
3. Literature – texts and contexts
4. Literature – critical study

Students who take this course should be prepared to think critically, work independently, and take an active role in class discussion. Under the teacher’s guidance, students may make decisions on the form of tasks, undertake research projects, generate text materials and participate in online learning environments. In addition to IB requirements, students will complete a variety of written and oral assignments for ISB.

Students enrolled in this course are expected to sit for the IB examinations in their senior year.

Distinctions between SL and HL

In Parts 2 and 3, SL students will analyze four literary works while HL students will analyze six literary works drawn from multiple cultures. A focus on critical reading skills will be combined with the role of context and other interpretative approaches.

SL requirements for the IB Diploma or Certificate include one 800-1000 word written task accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—a one-and-a-half hour paper on the Part 3 texts and a one-and-a-half hour paper analyzing one previously unseen non-literary texts (assessed externally).

HL requirements for the IB Diploma or Certificate include two 800-1000 word written tasks accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—one two-hour paper on the Part 3 texts and one two-hour paper comparing two previously unseen texts (assessed externally).

The external assessment criteria for Papers 1 and 2 and the written tasks are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers’ techniques than SL students. The internal assessment criteria are the same for both SL and HL programs.
SL requirements for the IB Diploma or Certificate include one 800-1000 word written task accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—a one-and-a-half hour paper on the Part 3 texts and a one-and-a-half hour paper analyzing one previously unseen non-literary texts (assessed externally).

HL requirements for the IB Diploma or Certificate include two 800-1000 word written tasks accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—one two-hour paper on the Part 3 texts and one two-hour paper comparing two previously unseen texts (assessed externally).

The external assessment criteria for Papers 1 and 2 and the written tasks are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers’ techniques than SL students. The internal assessment criteria are the same for both SL and HL programs.
The ESOL program is designed to meet the needs of students who need to improve their English skills for success in the regular classroom. Class numbers are generally small so that teachers can give individual attention to each student’s needs. The curriculum uses a variety of sources such as novels, writing prompts, linguistic activities and content material from core classes.

### Course Offerings

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Duration</th>
<th>Credits</th>
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<tr>
<td>200 ESOL III</td>
<td></td>
<td>Semester 1</td>
<td>1</td>
<td>9</td>
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<tr>
<td>203 ESOL Grade 9</td>
<td></td>
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<td>1</td>
<td>9</td>
</tr>
<tr>
<td>204 ESOL Grade 10</td>
<td></td>
<td>Full year</td>
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</table>

#### Course Description

**200 ESOL III**  
**Semester 1 | 1 Credits | Grade 9**

This course is for Grade 9 students who are at ESOL Level 3. It focuses on the attainment of both social and academic language. Conversation skills (listening, speaking, and pronunciation) are developed through listening exercises, discussions, and presentations. Reading comprehension is developed through activities including: using context clues, making inferences, and reading for a variety of purposes. Writing skills focus on organization and conventions. Particular attention is placed on supporting academic course work.

**203 ESOL Grade 09**  
**Full year | 1 Credits | Grade 9**

This course is for students in Grade 9 who have attained ESOL Level 4. It focuses on improving reading comprehension, writing skills, vocabulary, and speaking/listening/pronunciation. Reading comprehension, reading fluency, and the writing process are developed in the context of the students’ mainstream work. There is an emphasis on small-group work and individual guidance and assistance.

**204 ESOL Grade 10**  
**Full year | 1 Credits | Grade 10**

This course is for students in Grade 10 who have attained ESOL Level 4. It focuses on improving reading comprehension, writing skills, vocabulary, and speaking/listening/pronunciation. Reading comprehension, reading fluency and the writing process are developed in the context of the students’ mainstream work. There is an emphasis on small group work and individual guidance and assistance.
Believing that communication is an essential skill for the 21st century, the Chinese Department is dedicated to helping every student develop the knowledge and skills necessary to function as a global citizen. To this end, High School Chinese teachers continue ISB's commitment to the following school-wide long term goals:

1. Students can comprehend and evaluate different types of texts, displaying appropriate understanding of culture and context.
2. Students will communicate across multiple modes for varied audiences and purposes, displaying appropriate understanding of culture and context.
3. Students will make personal meaning and seek understanding of culture and contexts through various forms of communication.

To serve the needs of our diverse student population, the Chinese department offers a two-track program, which consists of the Academic Track and the Neo-Native Track. Students are placed in the track appropriate to their language backgrounds, abilities, and needs. The most common pathways that students pursue in these tracks are represented in the diagrams below, but not necessarily representing every student’s program. If you are unsure of the Chinese language course progression appropriate for your child, please consult your child's counselor for guidance.

**Academic Track Chinese at ISB**

The Academic Track is for students with little or no previous personal or family exposure to or experience with Chinese. The central goal of this track is to enable students to meet the social needs in the Chinese-speaking world.

**Neo-Native Track Chinese at ISB**

The Neo-Native track is for students who have strong knowledge and foundation of Chinese in four skill areas, and have access to familial support. The central goal of this track is for students to develop culturally embedded communicative competency and an appreciation of literary works in Chinese.
**Course Offerings**

**ACADEMIC CHINESE**
- 211 Chinese Academic I
- 212 Chinese Academic II
- 213 Chinese Academic III
- 214 Chinese Academic IV

**NEO-NATIVE CHINESE**
- 215 Chinese Neo-Native I
- 216 Chinese Neo-Native II
- 217 Chinese Neo-Native III
- 218 Chinese Pre Neo-Native

**CHINESE IB & AP COURSES**
- 220 IB Mandarin Ab Initio SL I
- 221 IB Mandarin Ab Initio SL II
- 222 IB Mandarin B SL I
- 223 IB Mandarin B SL II
- 226 IB Mandarin B HL I
- 227 IB Mandarin B HL II
- 224 IB Chinese A: Language and Literature HL I
- 225 IB Chinese A: Language and Literature HL II
- 236 IB Chinese A: Language and Literature SL I
- 237 IB Chinese A: Language and Literature SL II
- 238 AP Chinese Language and Culture

**Course Description**

**211 Chinese Academic I**

*Full year | 1 Credits | Grade 9, 10, 11, 12*

This beginning course introduces the Chinese pronunciation system, the basic Chinese writing system, basic sentence structures of the language and vocabulary, and some aspects of Chinese culture. Students will be able to give information about themselves, their family, their daily life, and their immediate environment. The four skills of speaking, listening, reading, and writing are introduced, with an emphasis on speaking and listening skills. Throughout the course students have regular performance-based tasks to assess their ongoing progress. The culminating assessments are semester exams and projects, the latter usually requiring students to integrate technology into the production process.

**212 Chinese Academic II**

*Full year | 1 Credits | Grade 9, 10, 11, 12*

**PRE-REQUISITES: Academic Chinese I or equivalent**

This course further develops the skills of speaking, listening, reading, and writing. Topics include food, neighborhoods, health, travel, and Chinese culture. Students have the opportunity to develop their written skills by creating statements and formulating questions based on familiar material; they improve their speaking and listening through a variety of interactive activities. In reading, students will be able to understand main ideas and glean facts from the simple connected texts that usually have a clear underlying internal structure. In each unit, students’ skills are assessed by authentic performance tasks. The culminating assessments are semester exams and technology integrated projects.

**213 Chinese Academic III**

*Full year | 1 Credits | Grade 9, 10, 11, 12*

**PRE-REQUISITES: Academic Chinese II or equivalent**

This course allows students to develop their language skills needed to discuss, search, describe, narrate and provide information on topics pertinent to straightforward social situations, including youth, leisure life, community and volunteer work, customs, and traditions. Chinese culture is embedded in the language learning. Students have the authentic opportunities to improve their interpersonal and presentational skills by facilitating cultural workshop on school event, participating in community service projects, creating recipe books and cooking videos for the community, etc. In reading, students will be able to understand the main ideas and information in connected texts such as short, straightforward descriptions of persons, places, events and cultural products and practices written for a wide audience. Students’ skills and knowledge are assessed in the forms of authentic performance tasks, unit tests, and projects, the latter usually requiring students to integrate technology into the production process.
214 Chinese Academic IV
Full year | 1 Credits | Grade 9, 10, 11, 12
PRE-REQUISITES: Academic Chinese III or equivalent

This course allows students to develop their language skills needed to discuss, search, and provide information on topics pertinent to straightforward social situations, including famous places and people, social relationships, health and technology, education, and aspects of Chinese culture. Students’ skills and knowledge are assessed in the forms of authentic performance tasks, unit tests, semester exams, and projects, the latter usually requiring students to integrate technology into the production process.

215 Chinese Neo-Native I
Full year | 1 Credits | Grade 9, 10, 11, 12
PRE-REQUISITES: Pre Neo-Native or equivalent

This course provides reinforcement of listening, speaking, reading, and writing skills. Students will continue to develop interpretive and inferential skills in reading texts of different genres as well as intercultural understanding. In writing, students will explore different modes of writing and use language more creatively. They will explain, narrate and describe with good organization and cohesiveness, and express thoughts clearly supported by paraphrasing or elaboration. The course also aims to develop students’ impromptu and prepared speaking and listening skills. Students’ cultural understanding, skills and knowledge are assessed in the forms of authentic performance tasks, semester exams, and projects.

216 Chinese Neo-Native II
Full year | 1 Credits | Grade 9, 10, 11, 12
PRE-REQUISITES: Neo-Native I or equivalent

This course builds on the listening, speaking, reading, writing and thinking skills developed in earlier levels to study a wider variety of fiction and non-fiction works, e.g. proses, short stories, persuasive essays, advertisements, lyrics and poems. In reading, students will be able to follow essential points of written discourses which are conceptually abstract and linguistically complex by making appropriate inferences, and develop analytical and critical responses to literary works. By the end of this course, students are expected to write about a variety of topics with significant precision and detail and show some ability to develop arguments and construct hypotheses.

217 Chinese Neo-Native III
Full year | 1 Credits | Grade 10, 11, 12
PRE-REQUISITES: Neo-Native II or equivalent

This course is the highest-level course offered in the Neo-Native track. The primary objective of this course is to help students to be confident readers, competent writers, and critical thinkers. The course includes an in-depth study of multiple genres: prose, short stories, drama, novels, and poetry. By the end of this course, in reading, students will be able to relate inferences in the text to real-world knowledge and understand socio-linguistic and cultural references by processing language from within the cultural framework. Students will develop the awareness of how writers use literary techniques and devices to convey meaning in text. In writing, students will be able to produce formal and informal correspondences, complex summaries, reports, and analytical and critical responses to literature treated both abstractly and concretely. Students will be able to present and support their opinions by developing cogent arguments and hypotheses. They can organize and prioritize ideas and maintain the thrust of a topic through convincing structure and lexicon and skillful use of writing protocols to convey to the reader what is significant. Students’ cultural understanding, skills and knowledge are assessed in the forms of performance tasks, semester exams, and technology integrated projects.
### 218 Chinese Pre Neo-Native

**Full year | 1 Credits | Grade 9, 10, 11, 12**

**PRE-REQUISITES:** Academic Chinese IV or equivalent

This course is a bridge between the HS Academic track and the Neo-Native track. The course provides students with opportunities to master conventions of communication through the exploration of topics reflecting multiple aspects of Chinese society and culture. At the end of this course, students will be able to summarize, narrate, and describe using coherent paragraphs on the topics of current, public, and personal interest or individual relevance. In reading, students will be able to read longer prose of several paragraphs in length with a clear underlying structure. Students’ cultural understanding, skills and knowledge are assessed in the forms of authentic performance tasks, unit tests, semester exam and projects, the latter of which usually require students to integrate technology into the production process.

### 220 IB Mandarin Ab Initio SL I

**Full year | 1 Credits | Grade 11, 12**

IB Mandarin Ab Initio is an intensive two-year course for students who have no or little previous experience of learning Chinese. Its communicative approach to the language learning enables students to develop their linguistic skills through various situations. The course covers a wide range of topics chosen from the IBO list. The objective of this course is that students will be able to understand the spoken and written forms of the language in a variety of common situations, and write short passages using the register that is generally appropriate to the situation. Students will also show an awareness of some elements of the Chinese culture related to Chinese language.

This course is intended for students with up to one year of formal language instruction. Students who have more than one year experience may be considered for exceptional placement at the discretion of the Language Placement Committee.

### 221 IB Mandarin Ab Initio SL II

**Full year | 1 Credits | Grade 11, 12**

**PRE-REQUISITES:** IB Mandarin Ab Initio SL I

IB Mandarin Ab Initio is an intensive two-year course for students who have no or little previous experience of learning Chinese. Its communicative approach to the language learning enables students to develop their linguistic skills through various situations. The course covers a wide range of topics chosen from the IBO list. The objective of this course is that students will be able to understand the spoken and written forms of the language in a variety of common situations, and write short passages using the register that is generally appropriate to the situation. Students will also show an awareness of some elements of the Chinese culture related to Chinese language.

[IB Language Acquisition: Language Ab Initio - SL]

### 222 IB Mandarin B SL I

**Full year | 1 Credits | Grade 11, 12**

**PRE-REQUISITES:** Two to five years experience of Chinese

IB Mandarin B SL is a two-year communicative course. The main focus of this course is on language acquisition and intercultural understanding. Students entering this course should have a good foundation in all language skills to allow them to study written texts of intermediate to high-level Chinese. The course will further develop students’ receptive, productive, and interactive skills through the study of selected materials covering a variety of topics from the IB list. Oral assessment in individual and group settings will be conducted internally in accordance with the requirements of the IBO.

### 223 IB Mandarin B SL II

**Full year | 1 Credits | Grade 12**

**PRE-REQUISITES:** IB Mandarin B SL I

IB Mandarin B SL is a two-year communicative course. The main focus of this course is on language acquisition and intercultural
understanding. Students entering this course should have a good foundation in all language skills to allow them to study written texts of intermediate to high-level Chinese. The course will further develop students’ receptive, productive, and interactive skills through the study of selected materials covering a variety of topics from the IB list. Oral assessment in individual and group settings will be conducted internally in accordance with the requirements of the IBO.

**IB Language Acquisition: Language B - SL**

### 226 IB Mandarin B HL I

**Full year | 1 Credits | Grade 11, 12**

**PRE-REQUISITES: Four to five years experience of Chinese**

Students will achieve advanced competence to communicate effectively and in a culturally appropriate way, in a range of situations and contexts and for a variety of purposes. The course will also develop students’ ability to analyze a variety of written texts from a variety of sources. At the end of the course, students will improve their skills of three communication modes and intercultural understanding through the study of three required core areas (i.e. communication and media, global issues, social relationships) and two options from IB list (i.e. cultural diversity, customs and traditions, health, leisure, and science and technology). In addition, HL students will be able to understand and interpret some literary works. Course materials are compiled by teachers based on the core areas of study including selections from Easy Steps to Chinese vol.7-8. Authentic materials, including novels, short stories, newspapers, movies, and video clips, are frequently used in the class to best prepare students for IB assessment.

### 227 IB Mandarin B HL II

**Full year | 1 Credits | Grade 12**

**PRE-REQUISITES: IB Mandarin B HL I**

Students will achieve advanced competence to communicate effectively and in a culturally appropriate way, in a range of situations and contexts and for a variety of purposes. The course will also develop students’ ability to analyze a variety of written texts from a variety of sources. At the end of the course, students will improve their skills of three communication modes and intercultural understanding through the study of three required core areas (i.e. communication and media, global issues, social relationships) and two options from IB list (i.e. cultural diversity, customs and traditions, health, leisure, and science and technology). In addition, HL students will be able to understand and interpret some literary works. Course materials are compiled by teachers based on the core areas of study including selections from Easy Steps to Chinese vol.7-8. Authentic materials, including novels, short stories, newspapers, movies, and video clips, are frequently used in the class to best prepare students for IB assessment.

**IB Language Acquisition: Language B - HL**

### 234 IB Chinese A: Language and Literature HL I

**Full year | 1 Credits | Grade 11, 12**

**PRE-REQUISITES: Chinese Neo-Native III or equivalent**

Language and Literature provides a different avenue for those students who do not merely want to critically analyze literature. It is intended for those students who wish to challenge themselves with an analysis of Language and how it affects meaning.

This course develops students’ knowledge and understanding of both language and literature through the study of literary and non-fiction texts, including mass media. Students will be challenged to think critically about the different interactions between text, audience and purpose and understand how language, culture and context determine the way in which meaning is constructed. Through the study of varied texts, students will gain a broad understanding of the role of language in peoples’ lives, in the media and in the arts.

This two-year course is divided into four parts:

1. Language in cultural context
2. Language and mass communication
3. Literature – texts and contexts
4. Literature – critical study

Students who take this course should be prepared to think critically, work independently, and take an active role in class discussion. Under the teacher’s guidance, students may make decisions on the form of tasks, undertake research projects, generate text materials and participate in online learning environments. In addition to IB requirements, students will complete a variety of written and oral assignments for ISB.

Students enrolled in this course are expected to sit for the IB examinations in their senior year.

**Distinctions between SL and HL**

In Parts 2 and 3, SL students will analyze four literary works while HL students will analyze six literary works drawn from multiple cultures. A focus on critical reading skills will be combined with the role of context and other interpretative approaches.

SL requirements for the IB Diploma or Certificate include one 800-1000 word written task accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—a one-and-a-half hour paper on the Part 3 texts and a one-and-a-half hour paper analyzing one previously unseen non-literary texts (assessed externally).

HL requirements for the IB Diploma or Certificate include two 800-1000 word written tasks accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—one two-hour paper on the Part 3 texts and one two-hour paper comparing two previously unseen texts (assessed externally).

The external assessment criteria for Papers 1 and 2 and the written tasks are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers’ techniques than SL students. The internal assessment criteria are the same for both SL and HL programs.

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**235  IB Chinese A: Language and Literature HL II**

**FULL YEAR | 1 CREDITS | GRADE 12**

**PRE-REQUISITES: IB Chinese A: Language and Literature HL I**

Language and Literature provides a different avenue for those students who do not merely want to critically analyze literature. It is intended for those students who wish to challenge themselves with an analysis of Language and how it affects meaning.

This course develops students’ knowledge and understanding of both language and literature through the study of literary and non-fiction texts, including mass media. Students will be challenged to think critically about the different interactions between text, audience and purpose and understand how language, culture and context determine the way in which meaning is constructed. Through the study of varied texts, students will gain a broad understanding of the role of language in peoples’ lives, in the media and in the arts.

This two-year course is divided into four parts:

1. Language in cultural context
2. Language and mass communication
3. Literature – texts and contexts
4. Literature – critical study

Students who take this course should be prepared to think critically, work independently, and take an active role in class discussion. Under the teacher’s guidance, students may make decisions on the form of tasks, undertake research projects, generate text materials and participate in online learning environments. In addition to IB requirements, students will complete a variety of written and oral assignments for ISB.

Students enrolled in this course are expected to sit for the IB examinations in their senior year.

**Distinctions between SL and HL**

In Parts 2 and 3, SL students will analyze four literary works while HL students will analyze six literary works drawn from multiple cultures. A focus on critical reading skills will be combined with the role of context and other interpretative approaches.
SL requirements for the IB Diploma or Certificate include one 800-1000 word written task accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—a one-and-a-half hour paper on the Part 3 texts and a one-and-a-half hour paper analyzing one previously unseen non-literary texts (assessed externally).

HL requirements for the IB Diploma or Certificate include two 800-1000 word written tasks accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—one two-hour paper on the Part 3 texts and one two-hour paper comparing two previously unseen texts (assessed externally).

The external assessment criteria for Papers 1 and 2 and the written tasks are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers’ techniques than SL students. The internal assessment criteria are the same for both SL and HL programs.

**236 IB Chinese A: Language and Literature SL I**

**Full year | 1 Credits | Grade 11, 12**

**PRE-REQUISITES: Chinese Neo-Native III or equivalent**

Language and Literature provides a different avenue for those students who do not merely want to critically analyze literature. It is intended for those students who wish to challenge themselves with an analysis of Language and how it affects meaning.

This course develops students’ knowledge and understanding of both language and literature through the study of literary and non-fiction texts, including mass media. Students will be challenged to think critically about the different interactions between text, audience and purpose and understand how language, culture and context determine the way in which meaning is constructed. Through the study of varied texts, students will gain a broad understanding of the role of language in peoples’ lives, in the media and in the arts.

This two-year course is divided into four parts:

1. Language in cultural context
2. Language and mass communication
3. Literature – texts and contexts
4. Literature – critical study

Students who take this course should be prepared to think critically, work independently, and take an active role in class discussion. Under the teacher’s guidance, students may make decisions on the form of tasks, undertake research projects, generate text materials and participate in online learning environments. In addition to IB requirements, students will complete a variety of written and oral assignments for ISB.

Students enrolled in this course are expected to sit for the IB examinations in their senior year.

**Distinctions between SL and HL**

In Parts 2 and 3, SL students will analyze four literary works while HL students will analyze six literary works drawn from multiple cultures. A focus on critical reading skills will be combined with the role of context and other interpretative approaches.

SL requirements for the IB Diploma or Certificate include one 800-1000 word written task accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—a one-and-a-half hour paper on the Part 3 texts and a one-and-a-half hour paper analyzing one previously unseen non-literary texts (assessed externally).

HL requirements for the IB Diploma or Certificate include two 800-1000 word written tasks accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—one two-hour paper on the Part 3 texts and one two-hour paper comparing two previously unseen texts (assessed externally).

The external assessment criteria for Papers 1 and 2 and the written tasks are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers’ techniques than SL students. The internal assessment criteria are the same for both SL and HL programs.
IB Chinese A: Language and Literature SL II

Full year | 1 Credits | Grade 12

PRE-REQUISITES: IB Chinese A: Language and Literature SL I

Language and Literature provides a different avenue for those students who do not merely want to critically analyze literature. It is intended for those students who wish to challenge themselves with an analysis of Language and how it affects meaning.

This course develops students’ knowledge and understanding of both language and literature through the study of literary and non-fiction texts, including mass media. Students will be challenged to think critically about the different interactions between text, audience and purpose and understand how language, culture and context determine the way in which meaning is constructed. Through the study of varied texts, students will gain a broad understanding of the role of language in peoples’ lives, in the media and in the arts.

This two-year course is divided into four parts:

1. Language in cultural context
2. Language and mass communication
3. Literature – texts and contexts
4. Literature – critical study

Students who take this course should be prepared to think critically, work independently, and take an active role in class discussion. Under the teacher’s guidance, students may make decisions on the form of tasks, undertake research projects, generate text materials and participate in online learning environments. In addition to IB requirements, students will complete a variety of written and oral assignments for ISB.

Students enrolled in this course are expected to sit for the IB examinations in their senior year.

Distinctions between SL and HL

In Parts 2 and 3, SL students will analyze four literary works while HL students will analyze six literary works drawn from multiple cultures. A focus on critical reading skills will be combined with the role of context and other interpretative approaches.

SL requirements for the IB Diploma or Certificate include one 800-1000 word written task accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—a one-and-a-half hour paper on the Part 3 texts and a one-and-a-half hour paper analyzing one previously unseen non-literary texts (assessed externally).

HL requirements for the IB Diploma or Certificate include two 800-1000 word written tasks accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—one two-hour paper on the Part 3 texts and one two-hour paper comparing two previously unseen texts (assessed externally).

The external assessment criteria for Papers 1 and 2 and the written tasks are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers’ techniques than SL students. The internal assessment criteria are the same for both SL and HL programs.

AP Chinese Language and Culture

Full year | 1 Credits | Grade 10, 11, 12

PRE-REQUISITES: Three to four years experience of Chinese

AP Chinese language and Culture course is a rigorous one-year program for highly motivated high school students to develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. Developing students’ awareness of and appreciation for Chinese culture is the foundation that grounds all strategies for Chinese language acquisition. The course introduces students to various aspects of contemporary Chinese society; the realm of Chinese societal relationships; and significant persons, products, and themes in Chinese history. It also views Chinese culture in an international context and helps students broaden their world view by comparing Chinese cultural products, practices, and perspectives with those of their own society. The course is comparable to fourth semester (or equivalent) college/university study of Mandarin Chinese. Throughout the course, assessments are frequent, varied, and explicitly linked to the content and skills that comprise the learning goals of each unit of study. The AP Chinese Language and Culture Exam will be
used as a model to assess both cultural knowledge and language skills within the context of complex tasks. The AP Exam in May is the culminating assessment, thus an integral part of this course.
WORLD LANGUAGE

The World Languages department believes that the study of other languages and cultures prepares learners to communicate appropriately with people from diverse cultures and, therefore, function effectively as 21st century global citizens. We believe that world language learning is optimised with a communicative approach—learners build upon prior knowledge to actively construct and monitor their understanding through meaningful engagement that, in some situations, extends beyond the school setting. To this end, the High School World Language teachers continue ISB’s commitment to the following school-wide long term learning goals:

1. Students can comprehend and evaluate different types of texts, displaying appropriate understanding of culture and context.
2. Students will communicate across multiple modes for varied audiences and purposes, displaying appropriate understanding of culture and context.
3. Students will make personal meaning and seek understanding of culture and contexts through various forms of communication.

French Course Offerings

GRADE 9
251 French: Beginning
252 French: Intermediate
254 French: Advanced

GRADE 10
251 French: Beginning
252 French: Intermediate
254 French: Advanced

GRADE 11
245 IB French Ab Initio SL I
247 IB French B SL I
249 IB French B HL I
251 French: Beginning
252 French: Intermediate
254 French: Advanced

GRADE 12
245 IB French Ab Initio SL I
246 IB French Ab Initio SL II
247 IB French B SL I
248 IB French B SL II
249 IB French B HL I
250 IB French B HL II
251 French: Beginning
252 French: Intermediate
254 French: Advanced

Spanish Course Offerings

GRADE 9
272 Spanish: Beginning
273 Spanish: Intermediate
275 Spanish: Advanced

GRADE 10
272 Spanish: Beginning
273 Spanish: Intermediate
274 Spanish: Advanced

GRADE 11
266 IB Spanish Ab Initio SL I
268 IB Spanish B SL I
270 IB Spanish B HL I
272 Spanish: Beginning
273 Spanish: Intermediate
274 Spanish: Advanced

GRADE 12
266 IB Spanish Ab Initio SL I
267 IB Spanish Ab Initio SL II
268 IB Spanish B SL I
269 IB Spanish B SL II
270 IB Spanish B HL I
271 IB Spanish B HL II
272 Spanish: Beginning
273 Spanish: Intermediate
274 Spanish: Advanced
**Course Description**

**245 IB French Ab Initio SL I**

Full year | 1 Credits | Grade 11, 12

This course is year one of a two-year course designed for juniors in the IB program who have little or no previous foreign language study.

The course stresses communication and is taught mostly in French. Themes prescribed by the IB include: individual and society, leisure and work, urban and rural environment.

**246 IB French Ab Initio SL II**

Full year | 1 Credits | Grade 12

PRE-REQUISITES: IB French Ab Initio SL I

This course is year two of a two-year course designed for juniors in the IB program who have little or no previous foreign language study.

The course stresses communication and is taught mostly in Spanish. Themes prescribed by the IB include: individual and society, leisure and work, urban and rural environment.

**247 IB French B SL I**

Full year | 1 Credits | Grade 11, 12

PRE-REQUISITES: Consultation with HS World Language department

This course designed to strengthen fluency and knowledge in the oral and written language. Students are expected to communicate mostly in French. A wide range of texts is studied to develop a variety of communicative skills as prescribed by the IB. The study of grammar and structure is integrated into the coursework. The course stresses communication and is taught in French. Themes prescribed by the IB include: communication and media, global issues, social relationships. Two options among the following must also be included: cultural diversity, customs and traditions, health, leisure, and science and technology.

French B culminates in an external examination at the end of the second year of the program.

Students who have shown particular aptitude and motivation in their study of French may take the course at the Higher Level (French B HL I).

**248 IB French B SL II**

Full year | 1 Credits | Grade 12

PRE-REQUISITES: IB French B SL I

After completing IB French B year I, students may continue in the program with this course designed to further strengthen fluency and knowledge in the oral and written language.

Students are expected to communicate mostly in French. A wide range of texts is studied to develop a variety of communicative skills as prescribed by the IB Board. The study of grammar and structure is integrated into the coursework. French B culminates in an external examination given in May.

**249 IB French B HL I**

Full year | 1 Credits | Grade 11, 12

PRE-REQUISITES: Consultation with HS World Language department
This course is designed to strengthen fluency and knowledge in the oral and written language. Students are expected to communicate mostly in French. A wide range of texts is studied to develop a variety of communicative skills as prescribed by the IB. The study of grammar and structure is integrated into the coursework. The course stresses communication and is taught in French. Themes prescribed by the IB include: communication and media, global issues, social relationships. Two options among the following must also be included: cultural diversity, customs and traditions, health, leisure, and science and technology.

French B culminates in an external examination at the end of the second year of the program.

Students who have shown particular aptitude and motivation in their study of French may take the course at the Higher Level (French B HL I).

### 250  IB French B HL II

**Full year | 1 Credits | Grade 12**

**PRE-REQUISITES:** IB French B HL I

After completing IB French B year I, students may continue in the program with this course designed to further strengthen fluency and knowledge in the oral and written language.

Students are expected to communicate mostly in French. A wide range of texts is studied to develop a variety of communicative skills as prescribed by the IB Board. The study of grammar and structure is integrated into the coursework. French B culminates in an external examination given in May.

### 251  French: Beginning

**Full year | 1 Credits | Grade 9, 10, 11, 12**

This 2-year program is designed to support the needs of those students who have 0 or 1 year of experience with the French language. Students will develop elementary skills in oral and written comprehension as well as oral and written expression to carry out productive, receptive, and interactive activities.

Students will mainly concentrate on the present tense of basic verbs, the immediate future, vocabulary for everyday situations, and basic sentence structure. They will also learn to use a variety of on-line tools to help them master pronunciation and improve fluency. They will also be introduced to the cultures of Québec and France.

Students will have the designation of either French I or French II on their transcript depending on their years of prior experience.

### 252  French: Intermediate

**Full year | 1 Credits | Grade 9, 10, 11, 12**

**PRE-REQUISITES:** French: Beginning or equivalent

This 2-year program is designed to support the needs of student with 2 or 3 years of previous experience with the French language. The overall objectives at this level will be to develop students’ ability to converse more naturally and to become more fluent. Participants at this level have no difficulty understanding everyday conversations in French. At this level, students will reach a new degree of language awareness by focusing on forms of politeness and idiomatic expressions. They will also begin to recognize differences of dialects and accents.

Some linguistic objectives included at this level are: better use of past and future tenses, agreement between tenses and forms of the conditional; and expanded use of all pronouns.

Students will have the designation of either French III or French IV on their transcript depending on their years of prior experience.

### 254  French: Advanced

**Full year | 1 Credits | Grade 10, 11, 12**
PRE-REQUISITES: French: Intermediate or equivalent

This program is designed to support the needs of student with 4 or more years of previous experience with the French language. Students at this level will complete the grammar study started in Intermediate French, enabling students to communicate in a natural and accurate way both orally and in writing. At this level, the focus on argument, effective social discourse and language awareness brings participants closer to native fluency. Advanced French offers access to a broad range of language registries, allowing fluent and spontaneous communication, a better degree of precision, appropriateness and ease with the language.

More advanced grammar points like the subjunctive mood will be studied. Topics covered include fairy tales, relationships, art, and society. Narrative and discursive language in oral presentations, debates, and written work will be emphasized to prepare students wishing to take the IB French (SL or HL) later.

Students will have the designation of French V or higher on their transcript depending on their years of prior experience.

### 266 IB Spanish Ab Initio SL I
Full year | 1 Credits | Grade 11, 12

This course is year one of a two-year course designed for juniors in the IB program who have little or no previous foreign language study.

The course stresses communication and is taught mostly in Spanish. Themes prescribed by the IB include: education and work, town and services, food and drink, leisure and travel, the environment, health and emergencies.

### 267 IB Spanish Ab Initio SL II
Full year | 1 Credits | Grade 12
PRE-REQUISITES: IB Spanish Ab Initio SL I

This course is year two of a two-year course designed for seniors in the IB program who have little previous foreign language study.

The course stresses communication and is taught mostly in Spanish. Topics prescribed by the IB include: education and work, town and services, food and drink, leisure and travel, the environment, health, and emergencies.

IB Language Acquisition: Language B - SL

### 268 IB Spanish B SL I
Full year | 1 Credits | Grade 11, 12
PRE-REQUISITES: Consultation with HS World Language department

After taking Spanish Ab Initio I and II, students may continue in the program with this course designed to strengthen fluency and knowledge in the oral and written language. Students are expected to communicate mostly in Spanish. A wide range of texts is studied to develop a variety of communicative skills as prescribed by the IB Board. The study of grammar and structure is integrated into the coursework. Spanish B SL I is followed by Spanish B SL II, which culminates in an external examination at the end of the second year of the program.

Students who have shown particular aptitude and motivation in their study of Spanish may take the course at the Higher Level (Spanish B HL I).

### 269 IB Spanish B SL II
Full year | 1 Credits | Grade 12
PRE-REQUISITES: IB Spanish B SL I
After completing IB Spanish B SL I, students may continue in the program with this course, designed to further strengthen fluency and knowledge in the oral and written language.

Students are expected to communicate mostly in Spanish. A wide range of texts is studied to develop a variety of communicative skills as prescribed by the IB. The study of grammar and structure is integrated into the coursework. Spanish B SL II culminates in an external examination given in May.

**IB Language Acquisition: Language Ab Initio SL 2015**

**270  IB SPANISH B HL I**
*Full year | 1 Credits | Grade 11, 12*

**PRE-REQUISITES:** Consultation with HS World Language department

After taking Spanish Ab Initio I and II, students may continue in the program with this course designed to strengthen fluency and knowledge in the oral and written language. Students are expected to communicate mostly in Spanish. A wide range of texts is studied to develop a variety of communicative skills as prescribed by the IB Board. The study of grammar and structure is integrated into the coursework. Spanish B SL I is followed by Spanish B SL II, which culminates in an external examination at the end of the second year of the program.

Students who have shown particular aptitude and motivation in their study of Spanish may take the course at the Higher Level (Spanish B HL I).

**271  IB SPANISH B HL II**
*Full year | 1 Credits | Grade 12*

**PRE-REQUISITES:** IB Spanish B HL I

After completing IB Spanish B HL I, students may continue in the program with this course, designed to further strengthen fluency and knowledge in the oral and written language.

Students are expected to communicate mostly in Spanish. A wide range of texts is studied to develop a variety of communicative skills as prescribed by the IB. The study of grammar and structure is integrated into the coursework. Spanish B HL II culminates in an external examination given in May.

**IB Language Acquisition: Language B - HL**

**272  SPANISH: BEGINNING**
*Full year | 1 Credits | Grade 9, 10, 11, 12*

This program is designed to support the needs of those students who have little or no experience with the Spanish language. Students will work on the development of the four skills of listening, speaking, reading, and writing. They will also be exposed to the great cultural variety of the Hispanic world. Students will use simple words, expressions, and structures in order to be able to give information about themselves, their family, their daily life, and their immediate environment, and to understand native speakers giving such information.

Students will have the designation of either Spanish I or Accelerated 1 on their transcript depending on their program selection.

**273  SPANISH: INTERMEDIATE**
*Full year | 1 Credits | Grade 9, 10, 11, 12*

**PRE-REQUISITES:** Spanish: Beginning or equivalent
This program is designed to support the needs of students with 1 or 2 years of previous experience with the Spanish language. The basic grammar points will be reviewed and expanded, and students will work to improve pronunciation. Students will continue exploring the Hispanic culture. Students will use appropriate vocabulary and structures in order to be able to give and search for information about travel, eating out, shopping, pastimes, medical problems, professions, and to understand native speakers giving such information.

Students will have the designation of Spanish 2 or Spanish 3 or Accelerated Spanish 2 on their transcript.

<table>
<thead>
<tr>
<th>274</th>
<th>Spanish: Advanced</th>
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</thead>
<tbody>
<tr>
<td>Full year</td>
<td>1 Credits</td>
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<tr>
<td>PRE-REQUISITES: Spanish: Intermediate or equivalent</td>
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</tbody>
</table>

This program will focus on using the language skills and concepts developed in the beginning courses and learning to apply and manipulate them with even greater independence. Through the use of thematic units in the content areas, learners will gain an increased comprehension of current and historical trends and tendencies in Latin America and Spain. Classwork will continually make use of individual, pair, and group work, and students are encouraged to communicate mostly in Spanish among themselves and with the instructor. The students will also read short texts in a variety of genres and styles. These texts will focus on the Hispanic culture and emphasize the exploration of level-appropriate vocabulary and grammatical structures.

Students will have the designation of either Spanish 4 or higher on their transcript depending on their years of prior experience.
IB SELF - TAUGHT LANGUAGE A

Course Offerings

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>284</td>
<td>IB Self-Taught Language A: Literature SL I</td>
</tr>
<tr>
<td>285</td>
<td>IB Self-Taught Language A: Literature SL II</td>
</tr>
</tbody>
</table>

Course Description

**284  IB SELF- TAUGHT LANGUAGE A: LITERATURE SL I**

Full year | 1 Credits | Grade 11

PRE-REQUISITES: Strong independent learner. Proven academic history with the target language.

(Pass/Fail)

If a student’s first language is not taught at school, the IB Diploma Programme permits a two-year school-supported self-taught course of study. The student must be a proficient speaker and writer of the language, with school transcripts indicating years of formal study of the language. A student must have the commitment and the self-discipline necessary for working independently through this two-year course.

The student must understand and accept the parameters of a self-taught course. His or her ISB schedule will include one block designated for self-study in this course. Additionally, the student may identify and work with a tutor in Beijing, work with his/her parents as tutors, identify and work via email with a long-distance tutor, or choose to study entirely on his/her own.

An ISB faculty member will advise the student on choosing a course of study that conforms to IBO regulations; give general advice on the techniques required for such tasks as essay writing and the commentary; set a timeline with the student; ensure that the student works regularly on the approved booklist and is preparing seriously for the examination; supervise the work required for the world literature component; and administer the oral examination provided by the IBO.

This two-year course is divided into four parts:

- Works in translation (two texts)
- Detailed Study (two texts)
- Literary Genres (three works)
- Options: school’s free choice (three works)

**285  IB SELF- TAUGHT LANGUAGE A: LITERATURE SL II**

Full year | 1 Credits | Grade 12

PRE-REQUISITES: IB Self-Taught Language A: Literature SL I

(Pass/Fail)

If a student’s first language is not taught at school, the IB Diploma Programme permits a two-year school-supported self-taught course of study. The student must be a proficient speaker and writer of the language, with school transcripts indicating years of formal study of the language. A student must have the commitment and the self-discipline necessary for working independently through this two-year course.

The student must understand and accept the parameters of a self-taught course. His or her ISB schedule will include one block designated for self-study in this course. Additionally, the student may identify and work with a tutor in Beijing, work with his/her parents as tutors, identify and work via email with a long-distance tutor, or choose to study entirely on his/her own.

An ISB faculty member will advise the student on choosing a course of study that conforms to IBO regulations; give general advice on the techniques required for such tasks as essay writing and the commentary; set a timeline with the student; ensure that the student works regularly on the approved booklist and is preparing seriously for the examination; supervise the work required for the world literature component; and administer the oral examination provided by the IBO.
that the student works regularly on the approved booklist and is preparing seriously for the examination; supervise the work required for the world literature component; and administer the oral examination provided by the IBO.

This two-year course is divided into four parts:

- Works in translation (two texts)
- Detailed Study (two texts)
- Literary Genres (three works)
- Options: school’s free choice (three works)
MATHEMATICS

The Mathematics Program is dedicated to help every student develop the concepts and reasoning skills necessary to contend with, communicate about, and collaborate on solving complex mathematics problems in both real world and abstract contexts. To this end, High School Mathematics teachers continue ISB’s commitment to the following school-wide long term learning goals:

1. Students will apply mathematical reasoning to analyze and model relationships in the context of a situation in order to make decisions, solve problems and draw conclusions.

2. Students will express appropriate mathematical reasoning by constructing viable arguments, critiquing reasoning, and attending to meaning and conceptual understanding when making mathematical statements.

**Course Offerings**

**GRADE 9**
- 302 Algebra I
- 303 Geometry
- 317 Advanced Geometry
- 319 Algebra A/B

**GRADE 10**
- 303 Geometry
- 305 Algebra II
- 307 Advanced Algebra II
- 321 Integrated Math

**GRADE 11**
- 305 Algebra II
- 308 Precalculus
- 309 IB Math Studies SL I
- 311 IB Math SL I
- 313 IB Math HL I
- 321 Integrated Math

**GRADE 12**
- 305 Algebra II
- 308 Precalculus
- 309 IB Math Studies SL I
- 310 IB Math Studies SL II
- 311 IB Math SL I
- 312 IB Math SL II
- 313 IB Math HL I
- 314 IB Math HL II
- 315 AP Calculus AB
- 316 AP Calculus BC
**Course Description**

**302 Algebra I**  
*Full year | 1 Credits | Grade 9*  
**PRE-REQUISITES: Math 8*

This course is designed to give students an in-depth understanding of basic algebraic concepts and their uses. Students study the properties of real numbers and apply them to algebraic expressions, formulae, linear equations, and inequalities. Operations with polynomials, operations with rational numbers, and analytic geometry of the straight line are covered. As well, students may be introduced to various nonlinear functions throughout the course. Word problems and real-life applications are woven into the course material. Appropriate use of the graphing calculator will be emphasized throughout the course, where applicable.

**303 Geometry**  
*Full year | 1 Credits | Grade 9, 10*  
**PRE-REQUISITES: Algebra I*

Geometry at ISB introduces a much fuller range of definitions, postulates, and theorems than students have seen in earlier math courses. Practice in the writing of formal proofs is also provided. Topics covered include basic definitions, the notation of proof in mathematics, congruence and similarity of circles, triangles and other polygons, relationships in right triangles, area, volume, and trigonometry. By using inductive reasoning and discovery learning, students will become experienced at developing their own conjectures and verifying their work and formal theorems through proof. Appropriate use of the graphing calculator and geometric software will be emphasized throughout the course.

**305 Algebra II**  
*Full year | 1 Credits | Grade 10, 11, 12*  
**PRE-REQUISITES: Algebra I (Geometry is recommended but not required)*

Algebra II continues to build on the concepts and skills mastered in Algebra I and expands on these ideas with further applications and more problem solving. The emphasis in the Algebra II curriculum is on the study of functions. Linear, quadratic, polynomial, exponential, trigonometric and logarithmic functions are studied symbolically, graphically, and numerically. While traditional topics such as solving equations, simplifying expressions, and triangle trigonometry are included, the extensive use of the graphing calculator helps enhance the understanding and visualization of the various topics and allows for non-traditional extensions to be pursued. Through the use of mathematical modeling, data analysis, and algorithmic thinking, students learn to see algebra as a problem-solving tool. The majority of students enrolled in Algebra II will go on to study IB Math SL in their final two years of high school.

**307 Advanced Algebra II**  
*Full year | 1 Credits | Grade 10*  
**PRE-REQUISITES: Strong grades in Algebra I and Advanced Geometry and/or teacher recommendation*

The Advanced Algebra II course enhances traditional algebra with in-depth investigations of functions and algebraic applications. The course covers the usual topics of Algebra II and also gives students the chance to delve more deeply into certain topics and pursue extensions where appropriate. Students will expand their understanding of functions and mathematical relations through data analysis, exploration, and mathematical modeling. Technology will be an integral part of the course, and students will be expected to use software and the graphing calculator to present their findings and investigate topics. As Advanced Algebra II is the prerequisite for IB HL Mathematics, it is a rigorous course intended for students interested in taking a primary responsibility for their learning. Students enrolled in this course must have solid mathematical fundamentals, a genuine enjoyment of mathematics, and a willingness to pursue it enthusiastically. The majority of students enrolled in Advanced Algebra II will go on to study IB Higher Level Mathematics in their final two years of high school.
**308 PRECALCULUS**

*Full year | 1 Credits | Grade 11, 12*

**PRE-REQUISITES:** Algebra II and teacher recommendation or Advanced Algebra II

Precalculus is a rigorous course involving a thorough investigation of numerous and varied mathematical concepts. The course includes an extensive study of trigonometric functions with their graphs and various applications, vectors, analytic geometry including conic sections, polar and parametric equations, and sequences and series. Throughout the course the graphing calculator and software packages are used to offer alternative solution methods and to enhance visualization of mathematical concepts. Students enrolling in Precalculus should have very solid algebraic skills, a working knowledge of linear, quadratic, polynomial, exponential, and logarithmic functions, and a willingness to work hard. Precalculus prepares a student entering his/her junior year for AP Calculus in the following year. Alternatively, the course will prepare those in their senior year for college-level Calculus.

**IB Math Studies SL I**

*Full year | 1 Credits | Grade 11, 12*

**PRE-REQUISITES:** Algebra II or Integrated Math, or teacher recommendation

IB Math Studies is designed to provide students of varied backgrounds and abilities with a realistic course that provides the skills to cope with the demands made by a technological society. It is not intended to develop techniques to the same depth as IB Math SL, and students who may require mathematics in the pursuit of further qualifications or in future careers are advised to consider a different IB course. Compulsory topics include number and algebra, sets and logic, geometry and trigonometry, statistics and probability, functions, and financial mathematics. Part of the IB assessment for this course requires the completion of a mathematics project during the two years of study. Appropriate use of the TI-84 calculator will be emphasized throughout the course.

**IB Math Studies SL II**

*Full year | 1 Credits | Grade 12*

**PRE-REQUISITES:** IB Math Studies SL I

IB Math Studies is designed to provide students of varied backgrounds and abilities with a realistic course that provides the skills to cope with the demands made by a technological society. It is not intended to develop techniques to the same depth as IB Math SL, and students who may require mathematics in the pursuit of further qualifications or in future careers are advised to consider a different IB course. Compulsory topics include number and algebra, sets and logic, geometry and trigonometry, statistics and probability, functions, and financial mathematics. Part of the IB assessment for this course requires the completion of a mathematics project during the second year of study. Appropriate use of the TI-84 calculator will be emphasized throughout the course.

**IB Mathematics SL I**

*Full year | 1 Credits | Grade 11, 12*

**PRE-REQUISITES:** Minimum C standing in Algebra II and teacher recommendation. Geometry is recommended.

IB Mathematics SL I is a natural extension of the Algebra sequence at ISB and should be attempted by students with a solid Algebra background. Algebraic concepts are studied in more detail and developed through analysis to a strong introduction to differential and integral calculus, without the same depth and rigor found in the Mathematics Higher Level program. This course is suitable for students who expect to go on to study subjects which have significant mathematical content, such as chemistry, economics, geography, psychology or business administration. Topics include number and algebra, functions and equations, circular functions and trigonometry, matrices, statistics and probability, and calculus.
Part of the IB assessment for this course will be an exploration that provides candidates with opportunities to engage in mathematics in an environment that will capture their interest and provide them with rich opportunities to exercise their mental powers. Students will use technology throughout the course, integrating it with their learning and practice.

312 IB Math SL II
Full year | 1 Credits | Grade 12
PRE-REQUISITES: IB Math SL I

IB Mathematics SL is a natural extension of the Algebra sequence at ISB and should be attempted by students with a solid Algebra background. Algebraic concepts are studied in more detail and developed through analysis to a strong introduction to differential and integral calculus, without the same depth and rigor found in the Mathematics Higher Level program. This course is suitable for students who expect to go on to study subjects which have significant mathematical content, such as chemistry, economics, geography, psychology or business administration. Topics include number and algebra, functions and equations, circular functions and trigonometry, statistics and probability, and calculus.

Part of the IB assessment for this course will be an exploration that provides candidates with opportunities to engage in mathematics in an environment that will capture their interest and provide them with rich opportunities to exercise their mental powers. Students will use technology throughout the course, integrating it with their learning and practice.

313 IB Math HL I
Full year | 1 Credits | Grade 11, 12
PRE-REQUISITES: Strong marks in Advanced Algebra II and teacher recommendation

IB Higher Level Math is a rigorous course intended for those with very good mathematical ability. The majority of students studying HL Math will be expecting to include mathematics as a major component of their university studies either as a subject in its own right, or within courses such as physics, engineering, or technology. The six core topics studied over the two-year programme include: algebra, functions and equations; circular functions and trigonometry, vectors, statistics and probability, and calculus. As well, students will be required to study one of the following options: statistics and probability, sets, relations and groups, discrete mathematics, or calculus. Part of the IB assessment for this course includes a mathematical exploration of a topic of interest to the student. This is internally assessed and externally moderated.

This course is clearly a demanding one, requiring students to study a broad range of topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should, therefore, opt for one of the standard level programs: IB Mathematics SL or IB Mathematical Studies.

While the first year of HL I Math has some elements of a traditional Precalculus course, the scope and expectations are much broader. Therefore, students intending to study AP Calculus during their senior year are encouraged to take Pre-calculus during their junior year. Good performance on the HL Math exam at the end of the second year generally leads to advanced placement or credit in many colleges and universities.

Text:
Higher Level Mathematics, Pearson Baccalaureate, 2009

NOTE: Due to the rapid pace of this course and the high level of mathematical maturity expected, HL I Math is ideally begun when the student is in grade 11. This is also important to allow for continuity into the second year of the program.

314 IB Math HL II
Full year | 1 Credits | Grade 12
PRE-REQUISITES: IB Math HL I

IB Higher Level Math is a rigorous course intended for those with very good mathematical ability. The majority of students
studying HL Math will be expecting to include mathematics as a major component of their university studies either as a subject in its own right, or within courses such as physics, engineering, or technology. The six core topics studied over the two-year programme include: algebra, functions and equations; circular functions and trigonometry, vectors, statistics and probability, and calculus. As well, students will be required to study one of the following options: statistics and probability, sets, relations and groups, discrete mathematics, or calculus. Part of the IB assessment for this course includes a mathematical exploration of a topic of interest to the student. This is internally assessed and externally moderated.

This course is clearly a demanding one, requiring students to study a broad range of topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should, therefore, opt for one of the standard level programs: IB Mathematics SL or IB Mathematical Studies.

Text:
Higher Level Mathematics, Pearson Baccalaureate, 2009

315 AP Calculus AB
Full year | 1 Credits | Grade 12
PRE-REQUISITES: Precalculus or IB Math SL I, and teacher recommendation

AP Calculus AB consists of a full academic year of work in calculus and related topics that is comparable to calculus courses in colleges and universities. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation, as measured by the results of AP Examination or other criteria.

AP Calculus AB is primarily concerned with an intuitive understanding of the concepts of calculus and experience with its methods and applications. Students enrolled in Calculus AB should find the course to be challenging and demanding. Furthermore, it is a requirement of the course that students will register for and write the external AP Calculus AB examination in May.

Units of Study
- Functions, Graphs, and Limits
- Derivatives
- Integrals


316 AP Calculus BC
Full year | 1 Credits | Grade 12
PRE-REQUISITES: Strong performance in Precalculus or HL Math I and teacher recommendation

AP Calculus BC is a rigorous course that is an extension of AP Calculus AB. AP Calculus BC consists of a full academic year of work in calculus and related topics that is comparable to calculus courses in colleges and universities. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation, as measured by the results of AP Examination or other criteria. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB.

AP Calculus BC contains all topics from the AB course in addition to topics such as parametric, polar, and vector functions, numerical methods, more sophisticated integration techniques, the study of infinite series, Taylor and Maclaurin series, error bounds and approximations. Expectations are high, and students enrolled in Calculus BC should find the course to be challenging and demanding. Furthermore, it is a requirement of the course that students will register for and write the external AP Calculus BC examination in May. Students should take either AP Calculus AB or BC. The courses are not sequential.
Units of Study:

- Functions, Graphs, and Limits
- Derivatives
- Integrals
- Polynomial Approximations and Series


**317 Advanced Geometry**

**Full year | 1 Credits | Grade 9**

**PRE-REQUISITES: High standing in Algebra I and teacher recommendation**

The Advanced Geometry course is designed for mathematically talented students who have a particular interest in pursuing a challenging program in geometry. Advanced Geometry is a fast-paced, in-depth study of the Euclidean relationships between points, lines, angles, polygons, and circles in a plane and in space. Deductive and inductive reasoning are stressed and techniques for writing proofs in various forms are developed. Technology will be used throughout the course where appropriate to allow students to visualize, conjecture, and verify their ideas and geometric theorems. As this course is an enriched version of the regular Geometry course, it will enable students to study the topics in both greater depth and breadth. It is the intention that successful graduates of this program will go on to study Advanced Algebra II.


**319 Algebra A/B**

**Full year | 2 Credits | Grade 9**

**PRE-REQUISITES: Teacher and/or counselor recommendation**

The Algebra A/B course is a one-year program designed for students who need to take Algebra I at a slower pace. This course provides remediation in weak areas. Students will have class for Algebra A/B every day instead of every second day. This is intended to allow students who have had a lot of difficulty with mathematics to solidify their skills and be prepared for future mathematics courses. Appropriate use of the graphing calculator will be emphasized throughout the course.

This course counts as 1 math credit and 1 elective credit.


**320 B.E.A.D. Mathematics: Business, Engineering, Art & Design**

**Full year | 1 Credits | Grade 10, 11, 12**

This course is designed for students in grades 10-12 to delve into hands-on projects that leverage mathematics to understand and solve real world problems and challenges. In addition to building skills needed to access projects, instruction will make explicit connections to the creative nature of math and provide opportunities to use mathematics to explore and innovate in real world applications. This replicates the experience of many professions outside of the classroom. Topics will include algebra, geometry, statistics, probability, business and financial maths; however, participants will also learn how to use design software and gain practical skills in working with wood to construct. The tasks will be drawn from the areas that together form the components of B.E.A.D-- Business, Engineering, Art and Design-- and include construction of a mathematical art portfolio, the design and construction of a practical object for marketing, a stock market challenge and an architectural design.

For **Profile for success**: The course is for the student who has asked the age-old question about math, “When am I ever going to use this when I grow up?” Further, B.E.A.D. is for the student who desires to answer that question by using math to explore and innovate in the real world and by getting hands-on with applications of math relevant to his/her life. Also, the student who likes to grapple with problems and figure things out for him/herself will discover the power and beauty that lies within being able to use math to get things done. Your tasks will generally involve meeting a specific practical objective and the tasks will require the use of Mathematics from various fields in order to complete them successfully. As the course relies heavily on lengthy student-directed projects, the course expects that you are motivated and disciplined in meeting deadlines.
In grade 10, this course counts as 1 elective credit. In grade 11 or 12 this course can count as 1 elective credit or 1 math credit.

### 321 Integrated Math

**Full year | 1 Credits | Grade 10, 11**

**PRE-REQUISITES:** Algebra 1 or Algebra A/B

Integrated Math is a course which balances elements of Algebra II with pertinent topics in Geometry. Concepts and skills covered in Algebra I will be broadened and extended and this will be balanced with a range of Geometry topics. The course includes a carefully selected flavour of mathematical topics that will help students understand the world around them in a better way. One of the primary goals of this course is to discover and appreciate the interdependency of algebraic and geometric reasoning. Another important part of this course will be to apply the mathematics to real world situations. The topics will include: a study of linear, quadratic, and exponential functions, basic geometric terms, polygons and circles, area, surface area, volume of 3D shapes, as well as congruency and similarity in triangles.

Appropriate use of the graphing calculator and software programs will be emphasized throughout the course. The majority of the students will go on to study IB Math Studies SL after successfully completing this course.
The Science program is designed to give each student opportunities to explore multiple scientific disciplines. Each course supports students in developing the skills and literacies to formulate scientific questions, test ideas, persevere in the search for answers, reason logically and draw evidence-based conclusions. In addition to ensuring a strong foundation of basic concepts and inquiry skills, science courses strive to relate classroom learning to real world applications and issues in technology, society and the environment. To this end, High School Science teachers continue ISB’s commitment to the following school-wide long term goals:

1. **The Nature of Science**: Students will use scientific approaches and methodologies to investigate phenomenon, claims, results and information.
2. **Systems and Interdependencies**: Students will use scientific thinking to understand the relationships and complexities of the world around them.
3. **Applications of Science**: Students will identify real-world dilemmas and opportunities and apply scientific thinking to develop solutions for them.

**Science course selection guidelines for students entering grade 9 next year:**

Grade 9 students have the option of taking either:
- the year-long Integrated Science 9 course;
- or any two of the three Level I courses;
- or a full year of Biology (I and II).

If students want to learn about all three sciences in Grade 9, they are encouraged to take Integrated Science 9, which includes exposure to biology, physics, and chemistry.

Students in grade 9 may not take three semester-long science courses.

### Course Offerings

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Course Description

**400  PHYSICS I**
Semester | 0.5 Credits | Grade 9, 10, 11, 12

Physics I is a one-semester introduction to physical principles and provides a foundation for the Physics II course and thence to more advanced high school studies. Great emphasis is placed on laboratory work and problem-solving skills, including gathering and presenting data from experimental work and the analysis and evaluation of these results. Topics include measurement and density, thermal properties of matter, energy and heat transfer, magnetism, electricity, electrostatics, and domestic electricity. To improve scientific literacy, connections are made between science concepts and technology-related issues in society.

**Text:** Physics Insight, Loo Wan Yong, Loo Kwok Wen, and See Ton Fong

**401  PHYSICS II**
Semester | 0.5 Credits | Grade 10, 11, 12

**PRE-REQUISITES: Physics I or Integrated Science 9**

Physics II is a one-semester course. It provides a foundation in Physics for more advanced high school studies such as IB Physics courses. As with the Physics I course, we continue to place great emphasis on laboratory work and problem-solving skills, including gathering and presenting data from experimental work and the analysis and evaluation of these results. Major Physics units include the study of energy concepts, electricity, waves and optics and mechanics. We assist students to make connections between science concepts and technology-related issues in society.

**Text:** Physics Insight by Loo Wan Yong, Loo Kwok Wen, and See Ton Fong

**402  BIOLOGY I**
Semester | 0.5 Credits | Grade 9, 10, 11, 12

Biology I is a one-semester, project-based introductory course. Emphasis is placed on students developing critical thinking skills, collaboration, and scientific inquiry. In this course students will be introduced to the concept of biodiversity conservation and the evolutionary processes that lead to adaptations. Real world applications of science are explored through indoor air quality monitoring and a conservation action project.

**Text:** Modern Biology by Holt Reinhart & Winston
Biology II
Semester | 0.5 Credits | Grade 9, 10, 11, 12
PRE-REQUISITES: Biology I

Biology II is a one-semester course with a focus on both skill and knowledge development. Throughout this course we will ask questions, conduct investigations, analyze data and work collaboratively to solve problems and communicate ideas about the basic principles of living things. We will explore cells as the fundamental unit of life and the different processes that sustain them with a variety of investigations and techniques. Data collection, analysis and evaluation are emphasized and students will progress towards the development of a self-directed independent investigation. Biology II continues to build a foundation for advanced high school courses such as IB Biology.

Text: Modern Biology by Holt Reinhart & Winston

Chemistry I
Semester | 0.5 Credits | Grade 9, 10, 11, 12

Chemistry I is a one-semester course that provides a solid foundation for the Chemistry II course and for more advanced high school studies. Great emphasis is placed on laboratory work and problem-solving skills, including gathering and presenting data from experimental work and the analysis and evaluation of these results. Major Chemistry topics include: properties of matter; atoms, elements, and compounds; solutions; periodic table; bonding nomenclature; and chemical reactions. Students will learn how to distinguish a chemical change from a physical change, learn about the periodic table, learn how to do basic calculations with the mole, how to name compounds, write chemical formulas and balance chemical equations. To improve scientific literacy, connections are made between science concepts and technology-related issues in society.

Text: Chemistry Insights by Heyworth & Briggs

Chemistry II
Semester | 0.5 Credits | Grade 10, 11, 12
PRE-REQUISITES: Chemistry I or Integrated Science 9

This is a one-semester course. Chemistry II provides a foundation for more advanced high school studies such as IB Chemistry. Great emphasis is placed on laboratory work and problem-solving skills, including gathering and presenting data from experimental work and the analysis and evaluation of these results. Major Chemistry topics include bonding, metals, oxidation/reduction reactions, organic chemistry, and stoichiometry. To improve scientific literacy, connections are made between science concepts and technology-related issues in society.

Text: Chemistry Insights by Heyworth & Briggs

Earth and Space Science
Full year | 1 Credits | Grade 11, 12

This is a one-year non-IB course that may be taken to satisfy the ISB science requirement for graduation. The course offers students further study in such topics as rock formation, reading of rock strata, identification, use and extraction of minerals, oceanography, natural disasters, cycles and seasons, origin of the universe, characteristics of the universe and the life cycle of the stars. There will be an emphasis on practical work, communication skills, and data analysis.

Anatomy and Physiology
Full year | 1 Credits | Grade 11, 12

This is a one-year, non-IB course that may be taken to satisfy the ISB science requirement for graduation. The course centers on human anatomy and physiology and will lead students to consider the interrelatedness and interdependency of the organ systems. Topics include levels of organization, support and movement, integration and control, transport, absorption and
excretion, and the human life cycle. There will be a substantial amount of practical work, and students will be asked to consider the links among science, technology and society.

409 IB Physics SL I
Full year | 1 Credits | Grade 11, 12

IB Physics SL is a two-year IB subject course of 150 hours of content. The course includes studies in Measurement and Uncertainties, Mechanics, Thermal Physics, Waves, Electricity and Magnetism, Circular Motion and Gravitation, Atomic, Nuclear and Particle Physics and Energy Production. This course will include a minimum of 40 hours of laboratory work. IB Physics SL is for students who are strong in science and may be considering studying a Physics-related degree at university. Grade 11 students enrolling in this course are expected to take its sequel level II course and to register for the IB examination.

This course is also open to non-IB Diploma students with teacher and counselor recommendations.

410 IB Physics SL II
Full year | 1 Credits | Grade 12
PRE-REQUISITES: IB Physics SL I

IB Physics SL II is a continuation of IB Physics SL I. The course includes studies in Measurement and Uncertainties, Mechanics, Thermal Physics, Waves, Electricity and Magnetism, Circular Motion and Gravitation, Atomic, Nuclear and Particle Physics and Energy Production. This course will include a minimum of 40 hours of laboratory work. IB Physics SL is for students who are strong in science and may be considering studying a Physics-related degree at university. Grade 12 students enrolling in this course are expected to register for the IB examination.

This course is also open to non-IB Diploma students with teacher and counselor recommendations.

411 IB Physics HL I
Full year | 1 Credits | Grade 11, 12

IB Physics HL is a two-year IB subject course of 240 hours of content. The course includes the same core studies as Physics SL with additional topics of Wave Phenomena, Fields, Electromagnetic Induction and Quantum and Nuclear Physics. This course will include a minimum of 60 hours of laboratory work. IB Physics HL is for students who are very strong in science and may be considering studying a Physics-related degree at university. Grade 11 students enrolling in this course are expected to take its sequel level II course and to register for the IB examination.

This course is also open to non-IB Diploma students with teacher and counselor recommendations.

412 IB Physics HL II
Full year | 1 Credits | Grade 12
PRE-REQUISITES: IB HL Physics I

IB Physics HL II is a continuation of IB Physics HL I. The course includes the same core studies as Physics SL with additional topics of Wave Phenomena, Fields, Electromagnetic Induction and Quantum and Nuclear Physics. This course will include a minimum of 60 hours of laboratory work. IB Physics HL is for students who are very strong in science and may be considering studying a Physics-related degree at university. Grade 12 students enrolling in this course are expected to register for the IB examination.

This course is also open to non-IB Diploma students with teacher and counselor recommendations.
IB Biology SL I is a two-year IB subject course of 150 hours of content. The course includes studies in Cell & Molecular Biology, Genetics, Ecology, Evolution and Biodiversity, and Human Physiology. This course will include a minimum of 40 hours of laboratory work. IB Biology SL is for students who are strong in science and may be considering studying a biology-related degree at university. Grade 11 students enrolling in this course are expected to take its sequel level II course and to register for the IB examination.

This course is also open to non-IB Diploma students with teacher and counselor recommendations.

IB Biology SL II is a continuation of IB Biology SL I. The course includes studies in Cell & Molecular Biology, Genetics, Ecology, Evolution and Biodiversity, and Human Physiology. This course will include a minimum of 40 hours of laboratory work. IB Biology SL is for students who are strong in science and may be considering studying a biology-related degree at university. Grade 11 students enrolling in this course are expected to take its sequel level II course and to register for the IB examination.

This course is also open to non-IB Diploma students with teacher and counselor recommendations.

IB Biology HL I is a two-year IB subject course of 240 hours of content. The course includes the same core studies as Biology SL with additional topics of Nucleic Acids, Metabolism, Cell Respiration and Photosynthesis, Plant Biology, Genetics and Evolution and Animal Physiology. This course will include a minimum of 60 hours of laboratory work. IB Biology HL is for students who are very strong in science and may be considering studying a Biology-related degree at university. Grade 11 students enrolling in this course are expected to take its sequel level II course and to register for the IB examination.

This course is also open to non-IB Diploma students with teacher and counselor recommendations.

IB Biology HL II is a continuation of IB Biology HL I. The course includes the same core studies as Biology SL with additional topics of Nucleic Acids, Metabolism, Cell Respiration and Photosynthesis, Plant Biology, Genetics and Evolution and Animal Physiology. This course will include a minimum of 60 hours of laboratory work. IB Biology HL is for students who are very strong in science and may be considering studying a Biology-related degree at university. Grade 11 students enrolling in this course are expected to take its sequel level II course and to register for the IB examination.

This course is also open to non-IB Diploma students with teacher and counselor recommendations.

IB Chemistry SL I is a two-year IB subject course of 150 hours of content. The course includes studies in Stoichiometric Relationships, Atomic Structure, Periodicity, Chemical Bonding, Energetics, Chemical Kinetics, Equilibrium, Acids and Bases, Redox Reactions, Organic Chemistry, Measurement and Data Processing. This course will include a minimum of 40 hours of...
laboratory work. IB Chemistry SL is for students who are strong in science and may be considering studying a Chemistry-related degree at university. Grade 11 students enrolling in this course are expected to take its sequel level II course and to register for the IB examination.

This course is also open to non-IB Diploma students with teacher and counselor recommendations.

**418 IB Chemistry SL II**

Full year | 1 Credits | Grade 12

**PRE-REQUISITES:** IB Chemistry SL I

IB Chemistry SL II is a continuation of IB Chemistry SL I. The course includes studies in Stoichiometric Relationships, Atomic Structure, Periodicity, Chemical Bonding, Energetics, Chemical Kinetics, Equilibrium, Acids and Bases, Redox Reactions, Organic Chemistry, Measurement and Data Processing. This course will include a minimum of 40 hours of laboratory work. IB Chemistry SL is for students who are strong in science and may be considering studying a Chemistry-related degree at university. Grade 12 students enrolling in this course are expected to register for the IB examination.

This course is also open to non-IB Diploma students with teacher and counselor recommendations.

**419 IB Chemistry HL I**

Full year | 1 Credits | Grade 11, 12

IB Chemistry HL is a two-year IB subject course of 240 hours of content. The course includes the same core studies as Chemistry SL with additional extensions of those topics. This course will include a minimum of 60 hours of laboratory work. IB Chemistry HL is for students who are very strong in science and may be considering studying a Chemistry-related degree at university. Grade 11 students enrolling in this course are expected to take its sequel level II course and to register for the IB examination.

This course is also open to non-IB Diploma students with teacher and counselor recommendations.

**420 IB Chemistry HL II**

Full year | 1 Credits | Grade 12

**PRE-REQUISITES:** IB Chemistry HL I

IB Chemistry HL II is a continuation of IB Chemistry HL I. The course includes the same core studies as Chemistry SL with additional extensions of those topics. This course will include a minimum of 60 hours of laboratory work. IB Chemistry HL is for students who are very strong in science and may be considering studying a Chemistry-related degree at university. Grade 12 students enrolling in this course are expected to register for the IB examination.

This course is also open to non-IB Diploma students with teacher and counselor recommendations.

**421 IB Environmental Systems and Societies SL I**

Full year | 1 Credits | Grade 11, 12

IB Environmental Systems and Societies SL is a two-year IB subject course of 150 hours of content – it is only an SL course. Environmental Systems and Societies is a trans-disciplinary subject designed to combine the techniques and knowledge associated with IB Group 4 (the experimental sciences) with those associated with IB Group 3 (individuals and societies). The course includes studies in Foundations of Environmental Systems and Societies, Ecosystems and Ecology, Biodiversity and Conservation, Water, Soil, Atmospheric Systems, Climate Change and Energy Production and Human Systems and Resource Use. This course will include a minimum of 30 hours of laboratory work. IB Environmental Systems and Societies is for students who have a passion for the environment and may be considering studying an Environmental-related degree at university. Grade 11 students enrolling in this course are expected to take its sequel level II course and to register for the IB examination.
This course is also open to non-IB Diploma students with teacher and counselor recommendations.

**Text:** Environmental Systems and Societies, by Andrew Davis & Garrett Nagle

### 422 IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL II

**Full year | 1 Credits | Grade 12**

**PRE-REQUISITES: IB Environmental Systems and Societies SL I**

IB Environmental Systems and Societies SL II is a continuation of IB Environmental Systems and Societies SL I and is only available as an SL course. Environmental Systems and Societies is a trans-disciplinary subject designed to combine the techniques and knowledge associated with IB Group 4 (the experimental sciences) with those associated with IB Group 3 (individuals and societies). The course includes studies in Foundations of Environmental Systems and Societies, Ecosystems and Ecology, Biodiversity and Conservation, Water, Soil, Atmospheric Systems, Climate Change and Energy Production and Human Systems and Resource Use. This course will include a minimum of 30 hours of laboratory work. IB Environmental Systems and Societies is for students who have a passion for the environment and may be considering studying an Environmental-related degree at university. Grade 12 students enrolling in this course are expected to register for the IB examination.

This course is also open to non-IB Diploma students with teacher and counselor recommendations.

**Text:** Environmental Systems and Societies, by Andrew Davis & Garrett Nagle

### 425 INTEGRATED FIELD STUDIES

**Full year | 1 Credits | Grade 11, 12**

Integrated Field Studies is a one-year course that may be used to satisfy the ISB science requirement for graduation. Authentic group research projects taking place on and off campus are the key components of this course. The course is designed to allow each student to develop their own knowledge about various environmental problems while documenting their learning through a course portfolio. Each project will give students a chance to explore the topic in depth and to practice the skills used in scientific discovery. One long-term research project will involve ongoing fieldwork with several aquatic ecosystems in our local area. These aquatic projects may include field studies of several local aquaculture ponds as well as those found in local housing compounds. Students may also design and construct a natural area to promote biodiversity on the ISB campus, monitor indoor and outdoor air quality and develop projects to reduce the environmental footprint of ISB. Students will also have the opportunity to work with ISB Elementary and Middle School students on several projects as science education mentors.

### 426 INTEGRATED SCIENCE 9

**Full year | 1 Credits | Grade 9**

This course will provide a foundation in biology, chemistry and physics, using broad topics such as consumer science and food science. It also emphasizes the importance of scientific skill acquisition and looks at how science is applied in the real world. Students will explore how biology, chemistry, and physics each provide unique methods to understand scientific phenomena. The approach of placing science in real world contexts challenges students to think critically and independently about science and society issues, replicating ways in which a scientist would.

As with all ISB science courses, students will apply the scientific method, write lab reports, and practice appropriate scientific habits and skills as they are engaged in hands-on research and investigations. The grade 9 course will lead into the Integrated Science 10 course or students may decide to switch into the stand-alone Level II courses that are offered in Physics, Biology or Chemistry.

**Profile for success:** These courses are designed for students seeking a yearlong science option in grade 9. If you think you might like to...

- identify and analyze problems;
- explore and test solutions;
- seek, interpret, and evaluate information;
• think about science and society issues;
• use science to acquire new knowledge and solve problems;
• grasp how biology, chemistry, and physics interact in the world around us;
• propose solutions to problems and issues in science;
• deal with evidence, numbers, patterns, logical arguments, and uncertainties;
• advance your sense of wonder and curiosity about scientific and technological endeavors and phenomena.

... then this course is right for you.

**427 IB Sports Exercise and Health Science SL I**

Full year | 1 Credits | Grade 11, 12

IB Sports, Exercise and Health Science SL is a two-year subject course of 150 hours of content – it is only an SL course. The course includes studies in Anatomy, Exercise Physiology, Energy Systems, Movement Analysis, Skill in Sport and Measurement and Evaluation of Human Performance. This course will include a minimum of 40 hours of laboratory work. This IB course is for students who are strong in science and may be considering studying a Sports-related degree at university. Grade 11 students enrolling in this course are expected to take its sequel level II course and to register for the IB examination.

This course is also open to non-IB Diploma students with teacher and counselor recommendations.

Text: IB Sports, Exercise and Health Science Course Book by Sproule

**428 IB Sports Exercise and Health Science SL II**

Full year | 1 Credits | Grade 12

PRE-REQUISITES: IB Sport Exercise and Health Science SL I

IB Sports Exercise and Health Science SL II course is a continuation of IB Sports Exercise and Health Science SL I – it is only an SL course. The course includes studies in Anatomy, Exercise Physiology, Energy Systems, Movement Analysis, Skill in Sport and Measurement and Evaluation of Human Performance. This course will include a minimum of 40 hours of laboratory work. IB subject is for students who are strong in science and may be considering studying a Sports-related degree at university. Grade 12 students enrolling in this course are expected to register for the IB examination.

This course is also open to non-IB Diploma students with teacher and counselor recommendations.

Text: IB Sports, Exercise and Health Science Course Book by Sproule

**436 Integrated Science 10**

Full year | 1 Credits | Grade 10

This course will provide further exploration in biology, chemistry and physics, using broad topics such as design and medicine for investigations. It also looks at applications for science in the real world, which then explores how biology, chemistry, and physics each provide unique methods to understand scientific phenomena. The approach of placing science in real world contexts challenges students to think critically and independently about science and society issues, replicating ways in which a scientist would.

As with all ISB science courses, students will apply the scientific method, continue to improve their lab reports, and practice appropriate scientific habits and skills as they are engaged in hands-on research and investigations.

The Integrated Science 10 course will allow students to move seamlessly into higher levels of study, including all IB HL and SL science courses.

Profile for success: These courses are designed for students seeking a yearlong science option in grade 10. If you think you might like to...

• identify and analyze problems;
• explore and test solutions;
• seek, interpret, and evaluate information;
• think about science and society issues;
• use science to acquire new knowledge and solve problems;
• grasp how biology, chemistry, and physics interact in the world around us;
• propose solutions to problems and issues in science;
• deal with evidence, numbers, patterns, logical arguments, and uncertainties;
• advance your sense of wonder and curiosity about scientific and technological endeavors and phenomena.

... then this course is right for you.
The Social Studies department is committed to a program of learning that encourages international awareness and understanding so that our students become positive, responsible, and contributing members of our global society. To this end, the High School Social Studies teachers continue ISB’s commitment to the following school-wide long term learning goals:

1. Students will use the approaches and methodologies of the social sciences to investigate issues, events, claims, outcomes and evidence.
2. Students will analyze issues and events and synthesize interrelated factors to develop their understanding of the relationships and complexities in the world around them.
3. Students will apply their skills, knowledge and understandings of human, historical and physical contexts to develop solutions to real-world dilemmas and opportunities.

Course Offerings

**GRADE 9**
500  Asian Studies

**GRADE 10**
504  Modern World History

**GRADE 11**
421  IB Environmental Systems and Societies SL I
507  United States History
510  IB Geography SL I
512  IB Geography HL I
515  IB Economics SL I
517  IB Economics HL I
520  IB Psychology SL I
522  IB Psychology HL I
525  IB History SL I
528  IB History HL I
530  IB ITGS SL I (online)
532  IB ITGS HL I (online)
541  IB Philosophy SL I (online)
545  IB Business and Management SL I (online)
547  IB Business and Management HL I (online)
549  IB Global Politics HL I

**GRADE 12**
421  IB Environmental Systems and Societies SL I
422  IB Environmental Systems and Societies SL II
507  United States History
510  IB Geography SL I
511  IB Geography SL II
512  IB Geography HL I
513  IB Geography HL II
515  IB Economics SL I
516  IB Economics SL II
517  IB Economics HL I
518  IB Economics HL II
520  IB Psychology SL I
521  IB Psychology SL II
522  IB Psychology HL I
523  IB Psychology HL II
525  IB History SL I
526  IB History SL II
528  IB History HL I
529  IB History HL II
530  IB ITGS SL I (online)
531  IB ITGS SL II (online)
532  IB ITGS HL I (online)
533  IB ITGS HL II (online)
541  IB Philosophy SL I (online)
542  IB Philosophy SL II (online)
543  IB Global Politics SL I
544  IB Global Politics SL II
545  IB Business and Management SL I (online)
546  IB Business and Management SL II (online)
547  IB Business and Management HL I (online)
549  IB Global Politics HL I
550  IB Global Politics HL II
### Course Description

**421 IB Environmental Systems and Societies SL I**

Full year | 1 Credits | Grade 11, 12

IB Environmental Systems and Societies SL I is a two-year IB subject course of 150 hours of content – it is only an SL course. Environmental Systems and Societies is a trans-disciplinary subject designed to combine the techniques and knowledge associated with IB Group 4 (the experimental sciences) with those associated with IB Group 3 (individuals and societies). The course includes studies in Foundations of Environmental Systems and Societies, Ecosystems and Ecology, Biodiversity and Conservation, Water, Soil, Atmospheric Systems, Climate Change and Energy Production and Human Systems and Resource Use. This course will include a minimum of 30 hours of laboratory work. IB Environmental Systems and Societies is for students who have a passion for the environment and may be considering studying an Environmental-related degree at university. Grade 11 students enrolling in this course are expected to take its sequel level II course and to register for the IB examination.

This course is also open to non-IB Diploma students with teacher and counselor recommendations.

**Text:** Environmental Systems and Societies, by Andrew Davis & Garrett Nagle

**422 IB Environmental Systems and Societies SL II**

Full year | 1 Credits | Grade 12

**PRE-REQUISITES:** IB Environmental Systems and Societies SL I

IB Environmental Systems and Societies SL II is a continuation of IB Environmental Systems and Societies SL I and is only available as an SL course. Environmental Systems and Societies is a trans-disciplinary subject designed to combine the techniques and knowledge associated with IB Group 4 (the experimental sciences) with those associated with IB Group 3 (individuals and societies). The course includes studies in Foundations of Environmental Systems and Societies, Ecosystems and Ecology, Biodiversity and Conservation, Water, Soil, Atmospheric Systems, Climate Change and Energy Production and Human Systems and Resource Use. This course will include a minimum of 30 hours of laboratory work. IB Environmental Systems and Societies is for students who have a passion for the environment and may be considering studying an Environmental-related degree at university. Grade 12 students enrolling in this course are expected to register for the IB examination.

This course is also open to non-IB Diploma students with teacher and counselor recommendations.

**Text:** Environmental Systems and Societies, by Andrew Davis & Garrett Nagle

**500 Asian Studies**

Full year | 1 Credits | Grade 9

Asian Studies is an interdisciplinary course which aims to build students’ knowledge of Asia’s fascinating geography, history, culture, philosophy and politics and develop their understanding of how these have influenced Asia’s present challenges in a global environment. Students learn and apply the key skills that will make them successful in the social studies and beyond, including effective research and reading habits, powerful presentation techniques, systematic expository writing methods and persuasive debate and discussion skills. To meet the demands of the course, students must be successful collaborators and creative thinkers who use technology to achieve their goals.

**504 Modern World History**

Full year | 1 Credits | Grade 10

History of any kind, and world history in particular, provides a wealth of resources that can help us better understand the problems and challenges we face today as a global community. This course seeks to embrace the experience of humankind in all its diversity, while taking note of major patterns or ‘threads’ that run throughout our study of the major events that shaped (and continue to shape) the modern world. The course will follow a chronological, thematic, and truly international approach with societies and events drawn from all of the major regions of the world. Throughout the course of the year, students will practice constructing and evaluating arguments, critical reading and analysis of primary and secondary sources, as well as developing their ability to use evidence to make plausible arguments and express them in written form. Assessments will include several formative
assessments as well as a major summative research project.


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### 507 UNITED STATES HISTORY

**Full year | 1 Credits | Grade 11, 12**

Over its short history the United States of America has been many things: colony, seedbed of revolution, battlefield, cauldron of industry, melting pot of cultures and economic and military powerhouse. The first semester of this course focuses on the question that J.H St. John de Crevecoeur asked in 1782: “What then is the American, this new man?” Students will attempt to define the American mindset and then understand the foundations of the economic and political systems. Students will examine life and thought in colonial America, revolutionary ideology and war, the establishment of a new democratic republic, and the growing crisis over the issue of slavery and states rights that led to American Civil War and Reconstruction.

The second semester focuses on the 20th Century, often referred to as ‘America’s Century’, a period of time in which the United States came to greatly influence world affairs through economic, political and social activities. Students will examine the events of the late 19th century that led to the rise of the United States including westward expansion, the “Second Industrial Revolution,” the war years (1914-1946) and the Cold War. Throughout the course students will develop those skills that make history such a valuable discipline: constructing and evaluating arguments, critically reading and analyzing primary and secondary source documents, assessing continuity and change over time, and understanding the diversity of interpretations through analysis of context, point of view, and frame of reference. Students will also develop the skills necessary to arrive at conclusions based on informed judgment and present those conclusions with supporting evidence clearly and persuasively in oral and written format. Assessments in this course will include classroom discussions/debates, written essays, tests/quizzes and presentations.

**Text:** *The Unfinished Nation, Alan Brinkley*

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### 510 IB GEOGRAPHY SL I

**Full year | 1 Credits | Grade 11, 12**

Geography is firmly grounded in the real world and focuses on the interactions between individuals, societies, and the physical environment in both time and space. The core theme of patterns and change involves the study of populations in transition, disparities in wealth and development, patterns of environmental quality and sustainability, and patterns in resource consumption. Two additional themes will be covered among several options provided in the IB syllabus that will allow for local fieldwork to take place in completion of the internal assessment component of the course and provide first-hand experience to enhance students’ understanding of our local environment.

**Text:** IB Geography: Course book by Oxford IB Diploma Program

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### 511 IB GEOGRAPHY SL II

**Full year | 1 Credits | Grade 12**

**PRE-REQUISITES: IB Geography SL I**

Geography is firmly grounded in the real world and focuses on the interactions between individuals, societies, and the physical environment in both time and space. The core theme of patterns and change involves the study of populations in transition, disparities in wealth and development, patterns of environmental quality and sustainability, and patterns in resource consumption. Two additional themes will be covered among several options provided in the IB syllabus that will allow for local fieldwork to take place in completion of the internal assessment component of the course and provide first-hand experience to enhance students’ understanding of our local environment.

**Text:** IB Geography: Course book by Oxford IB Diploma Program

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*IB Geography SL*
512  IB GEOGRAPHY HL I
Full year | 1 Credits | Grade 11, 12

HL students will study all the topics from the SL syllabus (see description above) as well as one additional optional theme and an HL extension covering global interactions at the economic, political, sociocultural, and environmental levels.

Text: IB Geography: Course Book by Oxford IB Diploma Program

513  IB GEOGRAPHY HL II
Full year | 1 Credits | Grade 12
PRE-REQUISITES: IB Geography HL I

HL students will study all the topics from the SL syllabus (see description above) as well as one additional optional theme and an HL extension covering global interactions at the economic, political, sociocultural, and environmental levels.

Text: IB Geography: Course Book by Oxford IB Diploma Program

515  IB ECONOMICS SL I
Full year | 1 Credits | Grade 11, 12

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

SL and HL students of economics are presented with a common syllabus, with an HL extension in some topics. Both SL and HL Economics students are required to produce an IA portfolio of three economic commentaries based on recent articles from the news media as well as the culminating IB examination in May of the second year of the course.

The syllabus for both SL and HL students requires the development of certain skills and techniques, attributes and knowledge—as described in the assessment objectives of the programme. While the skills and activity of studying economics are common to both SL and HL students, the HL student is required to acquire a further body of knowledge—including the ability to analyze, synthesize and evaluate that knowledge—and to develop quantitative skills in order to explain and analyze economic relationships.

516  IB ECONOMICS SL II
Full year | 1 Credits | Grade 12
PRE-REQUISITES: IB Economics SL I

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

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IB Economics SL

517  IB ECONOMICS HL I
Full year | 1 Credits | Grade 11, 12

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

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518  IB ECONOMICS HL II
Full year | 1 Credits | Grade 12
PRE-REQUISITES: IB Economics HL I

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

SL and HL students of economics are presented with a common syllabus, with an HL extension in some topics. Both SL and HL Economics students are required to produce an IA portfolio of three economic commentaries based on recent articles from the news media as well as the culminating IB examination in May of the second year of the course.

The syllabus for both SL and HL students requires the development of certain skills and techniques, attributes and knowledge—as described in the assessment objectives of the programme. While the skills and activity of studying economics are common to both SL and HL students, the HL student is required to acquire a further body of knowledge—including the ability to analyze, synthesize and evaluate that knowledge—and to develop quantitative skills in order to explain and analyze economic relationships.

IB Psychology HL

520  IB PSYCHOLOGY SL I
Full year | 1 Credits | Grade 11, 12

Psychology is the systematic and scientific study of human behavior and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB Psychology examines the interaction of biological, cognitive, and socio-cultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed, and applied will enable students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical and social issues raised by the methodologies and applications of psychological research are key considerations in IB Psychology.

- Year one of the Standard and Higher Level course covers three main Levels of Analysis: Biological, Cognitive, and Socio-Cultural.
• In year two of the Standard Level course students complete one optional unit (possible topics include Abnormal Psychology, Sports Psychology and the Psychology of Human Relationships).

• In year two of the Higher Level course, students complete two of the optional units listed above and a unit on research methods used in Psychology.

• The completion of an Internal Assessment for both courses involves replicating and reporting on a published experiment.

**Text:** Psychology Course Companion by Crane, J., and Hannibal, J. Pearson Baccalaureate Psychology for the IB Diploma by Law, et al.

### 521 IB PSYCHOLOGY SL II

**Full year | 1 Credits | Grade 12**

**PRE-REQUISITES: IB Psychology SL**

Psychology is the systematic and scientific study of human behavior and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB Psychology examines the interaction of biological, cognitive, and socio-cultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed, and applied will enable students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical and social issues raised by the methodologies and applications of psychological research are key considerations in IB Psychology.

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• The completion of an Internal Assessment for both courses involves replicating and reporting on a published experiment.

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### 522 IB PSYCHOLOGY HL I

**Full year | 1 Credits | Grade 11, 12**

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• The completion of an Internal Assessment for both courses involves replicating and reporting on a published experiment.
Psychology course companion by Crane, J., and Hannibal, J. Pearson Baccalaureate Psychology for the IB Diploma by Law, et al.

523 IB PSYCHOLOGY HL II

Full year | 1 Credits | Grade 12

PRE-REQUISITES: IB Psychology HL I

Psychology is the systematic and scientific study of human behavior and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB Psychology examines the interaction of biological, cognitive, and socio-cultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed, and applied will enable students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical and social issues raised by the methodologies and applications of psychological research are key considerations in IB Psychology.

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- In year two of the Higher Level course, students complete two of the optional units listed above and a unit on research methods used in Psychology.
- The completion of an Internal Assessment for both courses involves replicating and reporting on a published experiment.

525 IB HISTORY SL I

Full year | 1 Credits | Grade 11, 12

The 20th century is a scene that contrasts humanity’s greatest achievements with our most disturbing and devastating failures. Rising standards of living, technological advancement and international cooperation sit side by side with genocide, tyranny, and global economic depression. In IB History, students undertake critical investigations aimed at reconstructing and interpreting the major events of the 20th century. There is a focus on the uses and limitations of a variety of types of source material and students develop an understanding of different interpretations of history and their roots. The course aims at an international view of events and units of study move through all four IB History regions (Africa, Americas, Asia, Europe/Middle-East) with a steady emphasis on Asia. A major unifying theme of the course examines the causes, practices and effects of war in the 20th century.

At the Standard Level, units of study rotate but may include:

- The origins and development of authoritarian and single-party states (Hitler, Stalin, Mao, and Castro)
- Communism in Crisis 1976-89
- The Cold War

Even more is expected of students at the higher level, in terms of content knowledge and understanding and in terms of synthesis and analysis. In addition to standard level material, higher level topics emphasize depth and focus of the themes introduced in the standard level course. Students exhibit a good deal of control over the geographic focus of their study.

At Higher Level, units of study rotate but may include:

- Global Human and Civil rights
- Revolution in a Comparative Context
- International Affairs and Foreign Policy in the 20th Century
Activities and assessment in the course are heavily technology and project-based and include formative memory activities, essay exams, presentations, deliberations and projects aimed at preparing students for the IB assessments, college success and roles as effective global citizens.

**526 IB History SL II**

**Full year | 1 Credits | Grade 12**

**PRE-REQUISITES: IB History SL I**

The 20th century is a scene that contrasts humanity’s greatest achievements with our most disturbing and devastating failures. Rising standards of living, technological advancement and international cooperation sit side by side with genocide, tyranny, and global economic depression. In IB History, students undertake critical investigations aimed at reconstructing and interpreting the major events of the 20th century. There is a focus on the uses and limitations of a variety of types of source material and students develop an understanding of different interpretations of history and their roots. The course aims at an international view of events and units of study move through all four IB History regions (Africa, Americas, Asia, Europe/Middle-East) with a steady emphasis on Asia. A major unifying theme of the course examines the causes, practices and effects of war in the 20th century.

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Activities and assessment in the course are heavily technology and project-based and include formative memory activities, essay exams, presentations, deliberations and projects aimed at preparing students for the IB assessments, college success and roles as effective global citizens.

**IB History SL**

**528 IB History HL I**

**Full year | 1 Credits | Grade 11, 12**

The 20th century is a scene that contrasts humanity’s greatest achievements with our most disturbing and devastating failures. Rising standards of living, technological advancement and international cooperation sit side by side with genocide, tyranny, and global economic depression. In IB History, students undertake critical investigations aimed at reconstructing and interpreting the major events of the 20th century. There is a focus on the uses and limitations of a variety of types of source material and students develop an understanding of different interpretations of history and their roots. The course aims at an international view of events and units of study move through all four IB History regions (Africa, Americas, Asia, Europe/Middle-East) with a steady emphasis on Asia. A major unifying theme of the course examines the causes, practices and effects of war in the 20th century.

At the Standard Level, units of study rotate but may include:

- The origins and development of authoritarian and single-party states (Hitler, Stalin, Mao, and Castro)
- Communism in Crisis 1976-89
- The Cold War

**SOCIAL STUDIES -**
Even more is expected of students at the higher level, in terms of content knowledge and understanding and in terms of synthesis and analysis. In addition to standard level material, higher level topics emphasize depth and focus of the themes introduced in the standard level course. Students exhibit a good deal of control over the geographic focus of their study.

At Higher Level, units of study rotate but may include:

- Global Human and Civil rights
- Revolution in a Comparative Context
- International Affairs and Foreign Policy in the 20th Century

Activities and assessment in the course are heavily technology and project-based and include formative memory activities, essay exams, presentations, deliberations and projects aimed at preparing students for the IB assessments, college success and roles as effective global citizens.

**529 IB HISTORY HL II**

Full year | 1 Credits | Grade 12

**PRE-REQUISITES: IB History HL I**

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- International Affairs and Foreign Policy in the 20th Century

Activities and assessment in the course are heavily technology and project-based and include formative memory activities, essay exams, presentations, deliberations and projects aimed at preparing students for the IB assessments, college success and roles as effective global citizens.

**Online Course 530 IB ITGS SL I (ONLINE)**

Full year | 1 Credits | Grade 11, 12

The purpose of this course is to study and evaluate the impact of information technology on individuals and society at the local and global levels. ITGS provides students with the knowledge to make informed decisions involving the use of information technology within social contexts. In addition to the Group 3 aims, the aims of the information technology in a global society (ITGS) course at SL and HL are to:
• enable the student to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families, communities, organizations and societies at the local and global level;

• develop the student’s understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders; enable students to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects of IT developments on them;

• encourage students to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end-user.

Online Course:

532  IB ITGS HL I (ONLINE)

Full year | 1 Credits | Grade 11, 12

The Higher Level (HL) course is an extension of the Standard Level course (SL) course where the students study the following as part of the HL extension, which consists of two additional topics in the IT systems strand:

• IT systems in organizations
• robotics, artificial intelligence and expert systems.

The HL course also has an additional externally assessed component that comprises a pre-seen case study based on a fictitious organization. This allows students to research various aspects of the subject, which may include new technical concepts and additional subject content, in greater depth.

The HL topic “IT systems in organizations” requires a study of the theoretical frameworks behind the development of IT-based products and the management of IT projects. This builds on the “Introduction to project management” topic in the SL/HL core, which provides students with the skills and knowledge necessary to develop the work for the internal assessment (the project).

Online Course:

533  IB ITGS HL II (ONLINE)

Full year | 1 Credits | Grade 12
PRE-REQUISITES: IB ITGS HL I (online)

The purpose of this course is to study and evaluate the impact of information technology on individuals and society at the local and global levels. ITGS provides students with the knowledge to make informed decisions involving the use of information technology within social contexts. In addition to the Group 3 aims, the aims of the information technology in a global society (ITGS) course at SL and HL are to:

• enable the student to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families, communities, organizations and societies at the local and global level;

• develop the student’s understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders; enable students to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects of IT developments on them;

• encourage students to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end-user.

Online Course:

541  IB PHILOSOPHY SL I (ONLINE)

Full year | 1 Credits | Grade 11, 12

Philosophy deals with issues that are profound, usually difficult, and important for humanity. It is a systematic critical enquiry into profound, fascinating and challenging questions that people have asked since the beginning of time, and confronts new problems arising within contemporary society.

The emphasis of the IB philosophy course is very much on doing philosophy. Students develop their skills through the study of philosophical themes and the close reading of philosophical texts. They also learn to apply their philosophical knowledge and skills.
to real-life examples or situations and how non-philosophical material can be treated in a philosophical way. Philosophical questions are explored through an examination of themes and texts. Students learn through tools, such as critical and systematic thinking, careful analysis and evaluation, and construction of arguments. Students are challenged to develop their own philosophical voice and independence of thought.

Online Course

**542  IB PHILOSOPHY SL II (ONLINE)**

*Full year | 1 Credits | Grade 12*

**PRE-REQUISITES: IB Philosophy SL I (online)**

Philosophy deals with issues that are profound, usually difficult, and important for humanity. It is a systematic critical enquiry into profound, fascinating and challenging questions that people have asked since the beginning of time, and confronts new problems arising within contemporary society.

The emphasis of the IB philosophy course is very much on doing philosophy. Students develop their skills through the study of philosophical themes and the close reading of philosophical texts. They also learn to apply their philosophical knowledge and skills to real-life examples or situations and how non-philosophical material can be treated in a philosophical way. Philosophical questions are explored through an examination of themes and texts. Students learn through tools, such as critical and systematic thinking, careful analysis and evaluation, and construction of arguments. Students are challenged to develop their own philosophical voice and independence of thought.

**543  IB GLOBAL POLITICS SL I**

*Full year | 1 Credits | Grade 11, 12*

IB Global Politics explores fundamental political concepts such as power, rights, liberty and equality in a range of contexts and at a variety of levels. It will allow the students to develop an understanding of the local, national, international, and global dimensions of political activity, as well as allowing the opportunity to explore political issues affecting their own lives. This course will help students to understand abstract political concepts by grounding them in real world examples and case studies. It also invites comparison between such examples and case studies to ensure a transnational perspective.

Developing international mindedness and an awareness of multiple perspectives is at the heart of the global politics course. The course encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims. It also encourages students to reach an understanding and appreciation of both their own responsibility at a local level and our shared responsibility as citizens of an increasingly interconnected world. The inclusion of an engagement activity in the course reflects the importance given to not only appreciating and understanding the complex issues facing the world today, but also of engaging with them in an active and personal way.

Students of global politics at standard level (SL) and higher level (HL) are presented with a syllabus that has a common core. This common core consists of four compulsory units, under a central unifying theme of “people, power and politics.” These four units are: (1) Power, sovereignty and international relations; (2) Human rights; (3) Development; (4) Peace and conflict. All SL and HL students are also required to undertake an engagement activity, such as interviewing policymakers on a development theme, participating in a simulation game, or organizing an awareness-raising campaign on human rights. In their assessed written report, they examine a political issue they learned about through the activity, their study of global politics, and further reading.

**544  IB GLOBAL POLITICS SL II**

*Full year | 1 Credits | Grade 12*

**PRE-REQUISITES: IB Global Politics SL I**

IB Global Politics explores fundamental political concepts such as power, rights, liberty and equality in a range of contexts and at a variety of levels. It will allow the students to develop an understanding of the local, national, international, and global dimensions of political activity, as well as allowing the opportunity to explore political issues affecting their own lives. This course will help students to understand abstract political concepts by grounding them in real world examples and case studies. It also invites comparison between such examples and case studies to ensure a transnational perspective.

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Online Course

545 IB BUSINESS AND MANAGEMENT SL I (ONLINE)

Full year | 1 Credits | Grade 11, 12

The Diploma Programme Business and Management SL course is designed to develop students’ understanding of business theory, as well as their ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

The business and management course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective on business and to promote their appreciation of cultural diversity in the business environment. The ideals of international cooperation and responsible citizenship are at the heart of Diploma Programme business and management.

Online Course

546 IB BUSINESS AND MANAGEMENT SL II (ONLINE)

Full year | 1 Credits | Grade 12

PRE-REQUISITES: IB Business and Management SL I (online)

The Diploma Programme Business and Management SL course is designed to develop students’ understanding of business theory, as well as their ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

The business and management course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective on business and to promote their appreciation of cultural diversity in the business environment. The ideals of international cooperation and responsible citizenship are at the heart of Diploma Programme business and management.

Online Course

547 IB BUSINESS AND MANAGEMENT HL I (ONLINE)

Full year | Grade 11, 12

The Diploma Programme Business and Management HL course is designed to develop students’ understanding of business theory, as well as their ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

The business and management course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective on business and to promote their appreciation of cultural diversity in the
business environment. The ideals of international cooperation and responsible citizenship are at the heart of Diploma Programme business and management.

549  IB GLOBAL POLITICS HL I
Full year | Grade 11, 12

IB Global Politics explores fundamental political concepts such as power, rights, liberty and equality in a range of contexts and at a variety of levels. It will allow the students to develop an understanding of the local, national, international, and global dimensions of political activity, as well as allowing the opportunity to explore political issues affecting their own lives. This course will help students to understand abstract political concepts by grounding them in real world examples and case studies. It also invites comparison between such examples and case studies to ensure a transnational perspective.

Developing international mindedness and an awareness of multiple perspectives is at the heart of the global politics course. The course encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims. It also encourages students to reach an awareness and appreciation of both their own responsibility at a local level and our shared responsibility as citizens of an increasingly interconnected world. The inclusion of an engagement activity in the course reflects the importance given to not only appreciating and understanding the complex issues facing the world today, but also of engaging with them in an active and personal way.

Students of global politics at standard level (SL) and higher level (HL) are presented with a syllabus that has a common core. This common core consists of four compulsory units, under a central unifying theme of “people, power and politics.” These four units are: (1) Power, sovereignty and international relations; (2) Human rights; (3) Development; (4) Peace and conflict. All SL and HL students are also required to undertake an engagement activity, such as interviewing policymakers on a development theme, participating in a simulation game, or organizing an awareness-raising campaign on human rights. In their assessed written report, they examine a political issue they learned about through the activity, their study of global politics, and further reading. In addition HL students are also required, through a case studies approach, to explore two higher-level extension topics (global political challenges).

550  IB GLOBAL POLITICS HL II
Full year | 1 Credits | Grade 12
PRE-REQUISITES: IB Global Politics HL I

IB Global Politics explores fundamental political concepts such as power, rights, liberty and equality in a range of contexts and at a variety of levels. It will allow the students to develop an understanding of the local, national, international, and global dimensions of political activity, as well as allowing the opportunity to explore political issues affecting their own lives. This course will help students to understand abstract political concepts by grounding them in real world examples and case studies. It also invites comparison between such examples and case studies to ensure a transnational perspective.

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PERFORMING ARTS

The Performing Arts department offers its students the opportunity to develop their skills as performing artists by building confidence and creativity and working collaboratively. Students will engage actively in the creative process, transforming ideas into action and following their curiosity and desire to learn. They will learn to apply research and theory to inform and give meaning to their work. Students will work both individually and collaboratively as part of an ensemble. To this end, the High School Performing Arts teachers continue ISB's commitment to the following school-wide long term learning goals:

1. Students will independently create and perform works in selected mediums to express ideas and/or to evoke mood and emotion with intent.
2. Students will apply their understanding to appreciate the techniques, meaning, contexts and impact of the arts.
3. Students will contribute to a collaborative process that models common intent, respect and adaptability to create and/or perform works.

Course Offerings

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Course Description

**Elective**

**640  Theatre Production & Design**  
Semester | 0.5 Credits | Grade 9, 10, 11, 12

Students taking this semester-long course will be given a "hands-on" experience of set design and construction, lighting, sound, front of house and stage make-up.

**641  IB Music SL I**  
Full year | 1 Credits | Grade 11, 12

**PRE-REQUISITES: Approval of the instructor**

IB Music SL and HL are challenging and rewarding courses, with both internal and external assessment that combines performance, composition and musicology. Students will study all these aspects, and SL candidates can choose either performance (solo and/or ensemble) or composition for their final assessment in Grade 12. No previous experience of composition is needed. For HL students, solo performance and composition are included in their final assessment in Grade 12. Students who belong to any of the regular performing groups in the High School (Concert Choir, Impromptune, Concert Orchestra, Symphony Orchestra, HS Band, Jazz Band, Chinese Orchestra) can use performances with these groups as their performance component of the IB at Standard Level. At Standard Level the course is designed to expand the student’s knowledge and appreciation of music through regular performances, creative composition, and study and analysis of western and nonwestern (world) music. Students are expected to have some background knowledge of music and experience in performance with instruments and/or voice. IB students will use the Performing Arts Department resources for the courses including access to the Technology Lab, the CD library, and a variety of resources online and in school including texts articles, scores, and DVDs.
Students who want to continue with band, choir and orchestra after grade 10 can also sign up for IB Music SLG sections placed within the regularly scheduled band class, choir class or orchestra class. These students will be able to continue with their commitment to band, choir and orchestra and meet the objectives of the IB program as IB Music SLG (Group) students. Where appropriate and required, IB SLG Music students in these special sections will receive separate instruction tailored specifically to IB objectives. Students’ transcripts will show “IB Music SL I.”

**642 IB Music SL II**

**Full year | 1 Credits | Grade 12**

**PRE-REQUISITES: Approval of the instructor**

IB Music SL and HL are challenging and rewarding courses, with both internal and external assessment that combines performance, composition and musicology. Students will study all these aspects, and SL candidates can choose either performance (solo and/or ensemble) or composition for their final assessment in Grade 12. No previous experience of composition is needed. For HL students, solo performance and composition are included in their final assessment in Grade 12. Students who belong to any of the regular performing groups in the High School (Concert Choir, Impromptune, Concert Orchestra, Symphony Orchestra, HS Band, Jazz Band, Chinese Orchestra) can use performances with these groups as their performance component of the IB at Standard Level. At Standard Level the course is designed to expand the student’s knowledge and appreciation of music through regular performances, creative composition, and study and analysis of western and non-western (world) music. Students are expected to have some background knowledge of music and experience in performance with instruments and/or voice. IB students will use the Performing Arts Department resources for the courses including access to the Technology Lab, the CD library, and a variety of resources online and in school including texts articles, scores, and DVDs.

Students will be expected to develop knowledge of the musical characteristics of western and world music and apply these to their studies in appreciation, composition, and performance. They will also be expected to perform regularly in a variety of concerts, depending on their performance strength(s).

Students who want to continue with band, choir or orchestra after grade 11 and who have completed SLG Year 1 can continue with year 2. IB Music SLG sections placed within the regularly scheduled band class, choir class or orchestra class. These students will be able to continue with their commitment to band, choir or orchestra and meet the objectives of the IB program as IB Music SLG (Group) students. Where appropriate and required, IB SLG Music students in these special sections will receive separate instruction tailored specifically to IB objectives. Students’ transcripts will show “IB Music SL II.”

**643 IB Music HL I**

**Full year | 1 Credits | Grade 11, 12**

**PRE-REQUISITES: Approval of the instructor**

IB Music SL and HL are challenging and rewarding courses, with both internal and external assessment that combines performance, composition and musicology. Students will study all these aspects, and SL candidates can choose either performance (solo and/or ensemble) or composition for their final assessment in Grade 12. No previous experience of composition is needed. For HL students, solo performance and composition are included in their final assessment in Grade 12. Students who belong to any of the regular performing groups in the High School (Concert Choir, Impromptune, Concert Orchestra, Symphony Orchestra, HS Band, Jazz Band, Chinese Orchestra) can use performances with these groups as their performance component of the IB at Standard Level. At Standard Level the course is designed to expand the student’s knowledge and appreciation of music through regular performances, creative composition, and study and analysis of western and non-western (world) music. Students are expected to have some background knowledge of music and experience in performance with instruments and/or voice. IB students will use the Performing Arts Department resources for the courses including access to the Technology Lab, the CD library, and a variety of resources online and in school including texts articles, scores, and DVDs.

Students will be expected to develop a knowledge of the musical characteristics of western and world music and apply these to their studies in appreciation, composition, and performance. They will also be expected to perform regularly in a variety of concerts. Students are required to be receiving expert specialist tuition for voice or solo instrument. Specialist teachers need to familiarize themselves with the IB requirements and communicate with the classroom teacher.
IB Music SL and HL are challenging and rewarding courses, with both internal and external assessment that combines performance, composition and musicology. Higher Level (HL) is most suitable for the specialist music student, in particular strong performers who have achieved or are close to achieving a standard equivalent to Associated Board Grades 7/8, who may pursue music at university or conservatoire level. Assessment is based on 3 compulsory parts:

- **SOLO PERFORMANCE**, voice or instrument: one or more recitals during the course (C.20 MINUTES IN TOTAL).
- A portfolio of 3 CONTRASTING COMPOSITIONS, including scores, recordings and commentaries (5-15 minutes in total).
- **MUSICAL PERCEPTION & ANALYSIS** is examined through the study of a prescribed work, the study of musical genres and styles, and a Musical Investigation comparing distinct musical cultures of the student’s choice. The written paper is based on a selection of audio tracks, both from the prescribed work and unprepared extracts, provided on CD.

Students will be expected to develop a knowledge of the musical characteristics of western and world music and apply these to their studies in appreciation, composition, and performance. They will also be expected to perform regularly in a variety of concerts. Students are required to be receiving expert specialist tuition for voice or solo instrument. Specialist teachers need to familiarize themselves with the IB requirements and communicate with the classroom teacher.

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**Elective**

**645 Acting: Naturalism and Ensemble**

Semester | 0.5 Credits | Grade 9, 10, 11, 12

This is a semester-long course designed to introduce students to naturalistic acting and ensemble performance skills. Students will progress from simple role-play scenes to modern dramatic pieces which they will bring to performance level. Naturalism and Ensemble is recommended for all students interested in acting as a means of artistic expression.

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**Elective**

**646 Acting: Physical Theatre and Mask**

Semester | 0.5 Credits | Grade 9, 10, 11, 12

This is a semester-long course designed to give students a practical introduction to acting and performance skills using masks and physical theatre practices. Students will create original theatre pieces as well as scenes from mask traditions such as the Italian commedia dell’arte. This course is recommended for all students interested in acting as a means of artistic expression.

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**Elective**

**650 IB Theatre SL I**

Full year | 1 Credits | Grade 11, 12

The aim of this course is for students to understand the nature of theatre. Students learn through practical experiences about diverse styles of theatre, and how theatre is created and brought to the stage. Students will be involved in a number of aspects of production as performers, creators, directors and designers. Students apply the skills they have learned in class in creating three projects over the two years. The requirements for the SL portfolio are less extensive than for students in the HL course.

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**651 IB Theatre SL II**

Full year | 1 Credits | Grade 12

The aim of this course is for students to understand the nature of theatre. Students learn through practical experiences about diverse styles of theatre, and how theatre is created and brought to the stage. Students will be involved in a number of aspects of production as performers, creators, directors and designers. Students apply the skills they have learned in class in creating three projects over the two years. The requirements for the SL portfolio are less extensive than for students in the HL course.
**IB Theatre SL**

**IB THEATRE HL I**

**Full year | 1 Credits | Grade 11, 12**

The aim of this course is for students to understand the nature of theatre. Students learn through practical experiences about diverse styles of theatre, and how theatre is created and brought to the stage. Students will be involved in a number of aspects of production as performers, creators and designers. Students will apply the skills they have learned in class to creating four projects over the two years. The requirements for the HL portfolio are more extensive than for students in the SL course.

**IB Theatre HL II**

**Full year | 1 Credits | Grade 12**

The aim of this course is for students to understand the nature of theatre. Students learn through practical experiences about diverse styles of theatre, and how theatre is created and brought to the stage. Students will be involved in a number of aspects of production as performers, creators and designers. Students will apply the skills they have learned in class to creating four projects over the two years. The requirements for the HL portfolio are more extensive than for students in the SL course.

**IB Theatre HL**

**CONCERT ORCHESTRA**

**Full year | 1 Credits | Grade 9, 10, 11, 12**

Concert Orchestra is a performance course for all students who play string instruments (violin, viola, cello and bass). The course uses string orchestra repertoire from a wide variety of genres including western classical, world music and jazz. Students rehearse and perform in the full group, as sections and in small chamber groups. Students will also study some music theory, creativity, improvisation and musicology through the repertoire covered in the class. There are many opportunities for leadership, group project work, creative and critical thinking and individual improvement. There are occasional after-school rehearsals and regular concerts for groups both within and outside school. Students can also assist with the Elementary School string program and earn an apprenticeship certificate. Assessment is based on attainment of performance standards in class, participation in extra rehearsals and concerts, home practice and completion of projects and assignments. Students are expected to progress individually as well as to contribute to the progress of the entire group. They should attend all concerts and develop skills and learning that reflect progress in technique, general musicianship and performance.

**CONCERT BAND**

**Full year | 1 Credits | Grade 9, 10, 11, 12**

Concert Band is an instrumental music instruction and performance course for all students who play woodwind, brass, and percussion instruments.

This course uses age appropriate wind ensemble literature from a variety of genres to teach music through performance. Students rehearse and perform as a full group as well as smaller ensembles. Elements of music theory, improvisation, composition and musicology will also be studied throughout the year. There are many opportunities for leadership, group project work and individual improvement. There are occasional after-school rehearsals and regular concerts for groups both within and outside school. Assessment is based on attainment of performance standards in class, participation in extra rehearsals and concerts, home practice, and completion of individual portfolios.

Students are expected to progress individually as well as to contribute to the progress of the entire group.
Concert Choir is a vocal music instruction and performance course for all students. While the course emphasizes group and individual performance, students will also study music theory, composition, and musicology. There are occasional after school rehearsals and regular concerts for groups both within and outside school. Assessment is based on attainment of performance standards in class, participation in extra rehearsals and concerts, home practice and completion of individual portfolios. Students are expected to progress individually as well as to contribute to the progress of the entire group. There are many and varied concert opportunities throughout the year. Students are expected to practice regularly at home and to be prepared for the wide variety of music performed, attend all concerts and to develop skills and learning that reflect progress in technique, general musicianship and performance.
The Film, Arts and Design (FAD) department mission is to enhance and integrate core 21st century skills. The FAD department believes a student’s education is expanded by experiences in the visual arts because of their inherent interdisciplinary nature. The arts influence all areas of academic study and have a significant impact on ISB’s community. We believe that an environment that acknowledges and empowers creative expression in all variety of forms encourages personal growth, engagement, maturity and responsibility. To this end, the High School Film, Art and Design teachers continue ISB’s commitment to the following school-wide long term learning goals:

1. Students will independently use their learning to communicate their ideas and make choices in a variety of mediums and for a variety of audiences.
2. Students will independently use their learning to express an understanding of art in the language of art and to recognize, analyze, or critique their own work or the work of others.
3. Students will independently use their learning to exhibit and participate in an installation or event based performance of selected work.

**Course Offerings**

**GRADE 9**
- 175* Film Studies: Introduction to Visual Literacy
- 177* Publication Design 1
- 178* Publication Design 2
- 615* Explorations in Three-Dimensional Form
- 616* Introduction to Digital Imagery
- 617 Art 1: Seeing Like an Artist
- 619* The Studio Art Experience
- 719* Filmmaking 1: Methods, Production, and Projects
- 720* Filmmaking 2: Crafting Promotional Videos
- 730* Design Enterprise for Clients (not offered 5)
- 731* Computer Game Design
- 732* Web Design for Clients

**GRADE 10**
- 175* Film Studies: Introduction to Visual Literacy
- 177* Publication Design 1
- 178* Publication Design 2
- 615* Explorations in Three-Dimensional Form
- 616* Introduction to Digital Imagery
- 617 Art 1: Seeing Like an Artist
- 618 Art 2: Thinking Like an Artist
- 619* The Studio Art Experience
- 719* Filmmaking 1: Methods, Production, and Projects
- 720* Filmmaking 2: Crafting Promotional Videos
- 730* Design Enterprise for Clients
- 731* Computer Game Design
- 732* Web Design for Clients

**GRADE 11**
- 175* Film Studies: Introduction to Visual Literacy
- 177* Publication Design 1
- 178* Publication Design 2
- 180 IB Film SL I
- 182 IB Film HL I
- 615* Explorations in Three-Dimensional Form
- 616* Introduction to Digital Imagery
- 617 Art 1: Seeing Like an Artist
- 618 Art 2: Thinking Like an Artist
- 619* The Studio Art Experience
- 620 IB Art SL I
- 623 IB Art HL I
- 719* Filmmaking 1: Methods, Production, and Projects
- 720* Filmmaking 2: Crafting Promotional Videos
- 730* Design Enterprise for Clients
- 731* Computer Game Design
- 732* Web Design for Clients
**Course Description**

**Elective**

**175 Film Studies: Introduction to Visual Literacy**

*Semester | 0.5 Credits | Grade 9, 10, 11, 12*

Film Studies: Introduction to Visual Literacy is a one-semester course that aims to teach students how to critically “read” film in very much the same way as they would read a novel or a poem. The course is genre-based. Students learn to examine movies critically, and use the appropriate vocabulary of film, in such areas as narrative sequence, lighting, cinematic space, sound, leitmotifs, color, symbolism, editing, and montage. The films studied are chosen specifically to illustrate certain film styles and techniques. Assignments consist of scene analysis, creating viewing guides, analysis of documentary filmmakers influence on audiences and an Internet-based research project. The homework load is similar to that of a language class. The syllabus includes: the role of the director; the Science Fiction film; the use of cinematic space and color; narrative sequence and structure; camera movement and camera angles; and the documentary film. There is no filmmaking component to this course. Film Studies should be considered by students planning to take IB Film in Grade 11.

**Elective**

**177 Publication Design I**

*Semester | 0.5 Credits | Grade 9, 10, 11, 12*

The primary task for this Semester 1 course will be to create a style and a unifying look for our high school yearbook. We will focus on principles of design such as contrast, balance, emphasis, movement, and unity. We will examine how photographs are used to tell a story and how style can be used to communicate a message. We will be using Adobe InDesign, the industry standard page layout software used in thousands of magazine publications worldwide. Although not compulsory, it is expected that students will continue with the yearbook process during semester 2 (Publication Design II). There are no prerequisites for this course. Although it is likely that students will have taken Publication Design I, it is not compulsory to do so in order to take Publication Design II.

**178 Publication Design II**

*Semester | 0.5 Credits | Grade 9, 10, 11, 12*

**PRE-REQUISITES: None [Publication Design I recommended]**

During this Semester 2 course you will be responsible for the completion of a particular section of the High School Yearbook and will make the necessary preparations for final print. You will be using industry standard software, Adobe InDesign, to create your page layouts and Adobe Photoshop to enhance photographs. You will use and create custom style sheets and will need to be able to work in a team. There are no prerequisites for this course. Although it is likely that students will have taken Publication Design I, it is not compulsory to do so in order to take Publication Design II.
180 IB Film SL I
Full year | 1 Credits | Grade 11, 12
PRE-REQUISITES: None (taking Film Studies will be very advantageous)

IB Film Standard Level is a two-year course that aims to develop in students the skills to achieve creative and critical independence in the knowledge, experience, and enjoyment of film. The aims are to promote:

- an appreciation and understanding of film as a complex and unique art form;
- an ability to formulate ideas in filmic terms; and
- a knowledge of film-making traditions of different cultures.

Students will learn how film creates meaning and will gain skills to develop ideas through the various stages from conception to finished production. The course consists of three parts:

1. Textual Analysis: the detailed study of film sequences;
2. Film History and Theory: films and filmmaking of more than one culture; and
3. Techniques and Organization of Film Production: planning and creating a film.

External assessment consists of an independent study of two films in the form of a documentary proposal, with sample script pages, and an oral presentation on a prescribed film sequence.

Internal assessment consists of a completed film project with accompanying written documentation.

IB Film is a Group 6 subject of the IB diploma.

181 IB Film SL II
Full year | 1 Credits | Grade 12
PRE-REQUISITES: IB Film SL I

IB Film SL is a two-year course that aims to develop in students the skills to achieve creative and critical independence in the knowledge, experience, and enjoyment of film. The aims are to promote:

- an appreciation and understanding of film as a complex and unique art form,
- an ability to formulate ideas in filmic terms, and
- a knowledge of film-making traditions of different cultures.

Students will learn how film creates meaning and will gain skills to develop ideas through the various stages from conception to finished production. The course consists of three parts:

1. Textual Analysis: the detailed study of film sequences;
2. Film History and Theory: films and filmmaking of more than one culture; and
3. Techniques and Organization of Production: planning and creating a film.

External assessment consists of an independent study of two films in the form of a documentary proposal, with sample script pages, and an oral presentation on a prescribed film sequence.

Internal assessment consists of a completed film project with accompanying written documentation.

IB Film SL

182 IB Film HL I
Full year | 1 Credits | Grade 11, 12
PRE-REQUISITES: None (taking Film Studies will be very advantageous)

IB Film HL is a two-year course that aims to develop in students the skills to achieve creative and critical independence in the knowledge, experience, and enjoyment of film. The aims are to promote:

- an appreciation and understanding of film as a complex and unique art form;
- an ability to formulate ideas in filmic terms; and
- a knowledge of film-making traditions of different cultures.
Students will learn how film creates meaning and will gain skills to develop ideas through the various stages from conception to finished production. The course consists of three parts:

1. Textual Analysis—the detailed study of film sequences;
2. Film History and Theory—film and film-making of more than one culture; and
3. Techniques and Organization of Production—planning and creating a film.

External assessment consists of an independent study of four films in the form of a documentary proposal, with sample script pages, and an oral presentation on a prescribed film sequence. Internal assessment consists of two completed film projects with accompanying written documentation.

IB Film is a Group 6 subject of the IB diploma.

**183 IB FILM HL II**

**Full year | 1 Credits | Grade 12**

**PRE-REQUISITES: IB Film HL I**

IB Film Higher Level is a two-year course that aims to develop in students the skills to achieve creative and critical independence in the knowledge, experience, and enjoyment of film. The aims are to promote:

- an appreciation and understanding of film as a complex and unique art form;
- an ability to formulate ideas in filmic terms; and
- a knowledge of film-making traditions of different cultures.

Students will learn how film creates meaning and will gain skills to develop ideas through the various stages from conception to finished production. The course consists of three parts:

1. Textual Analysis—the detailed study of film sequences;
2. Film History and Theory—film and film-making of more than one culture; and
3. Techniques and Organization of Production—planning and creating a film.

External assessment consists of an independent study of four films in the form of a documentary proposal, with sample script pages, and an oral presentation on a prescribed film sequence.

Internal assessment consists of two completed film projects with accompanying written documentation.

IB Film is a Group 6 subject of the IB diploma.

**Elective**

**615 EXPLORATIONS IN THREE-DIMENSIONAL FORM**

**Semester | 0.5 Credits | Grade 9, 10, 11, 12**

This is an introductory course for exploring three-dimensional form using a variety of mediums. By combining research on art and artists, and making art in the studio, students will experience how artists work, think and create in three dimensions. Cultural and historical aspects of sculptural form will be investigated. Emphasis will be on developing creativity and visual problem solving.

**Elective**

**616 INTRODUCTION TO DIGITAL IMAGERY**

**Semester | 0.5 Credits | Grade 9, 10, 11, 12**

This is an introductory, semester-long, photography and digital arts course focusing on the way we see that utilizes online applications like flickr, instagram, tumblr, and pinterest. During the semester, the students will be introduced to the essentials of digital photography and photographic manipulations. They will soon understand that photography is not just about technique and equipment but perception and communication. Students will learn how to use their camera in order to compose engaging photos and to recognize excellence in photography. We will use the editing programs Adobe Illustrator and Photoshop in this course.
617  **Art 1: Seeing Like an Artist**  
Full year | 1 Credits | Grade 9, 10, 11, 12  
This is a year-long foundations course in high school art that establishes the groundwork for understanding and using art as a visual language (the elements and principles of design being the central vocabulary) and acknowledging oneself as a creative individual. Students will learn to improve their skills in drawing, painting, collage, sculpture and digital media. Students will be exposed to artists and art periods throughout history and from a variety of cultures, Asian as well as Western. Creative problem solving will be empathized throughout. Students will use a sketchbook in conjunction with studio projects and art history research to further enhance artistic development and cultural awareness in the planning of artworks, concept development and recording inspiration and ideas. There will be class critiques after each unit to reinforce artistic thinking and vocabulary as a group.

618  **Art 2: Thinking Like an Artist**  
Full year | 1 Credits | Grade 10, 11, 12  
This year-long studio art course explores how form, theme and context come together to create meaning in art. Students will help determine the content of the course by choosing from a menu of possible topics that relate to major trends in art and culture. By combining research on art and artists and making art in the studio students will experience how artists think and produce. Creative problem solving, critical thinking and writing and independent artistic development will be emphasized throughout. While there is no pre-requisite for this course it is ideal for the continued development of those students who complete Art One: Seeing Like an Artist and are interested in pursuing the IB Visual Arts course.

**Elective**  
619  **The Studio Art Experience**  
Semester | 0.5 Credits | Grade 9, 10, 11, 12  
This semester-long course is for students with no previous high school art experience who want to include visual art as part of their studies in high school. Art as a visual language will be explored using a variety of media and techniques. This hands-on studio art class will enable students to develop competence in individual and creative expression in a variety of 2D- and 3D- media. Through learning about other artists, students will deepen their understanding of a variety of artistic responses and the impact of art throughout history. Students will keep a sketchbook to reflect, record and expand upon learning done in class.

620  **IB Art SL I**  
Full year | 1 Credits | Grade 11, 12  
**PRE-REQUISITES:** One full year of Art  
In the studio and with a sketchbook, student artists create imaginative and powerful artwork according to the established IB criteria. With greater depth and maturity, students pursue independent research and exploration in art. Over the two-year period, students develop a unified body of artwork in media of their choice. In a sketchbook, students investigate art topics related to the studio work to gain critical, technical and aesthetic understanding. Throughout the course, students discuss critical issues in their own and others’ artwork. Students also participate in critique in order to articulate ideas and concepts. The course culminates with an exhibition of their artwork for final examination.

621  **IB Art SL II**  
Full year | 1 Credits | Grade 12  
**PRE-REQUISITES:** IB Art SL I  
In the studio and with a sketchbook, student artists create imaginative and powerful artwork according to the established IB criteria. With greater depth and maturity, students pursue independent research and exploration in art. Over the two-year period, students develop a unified body of artwork in media of their choice. In a sketchbook, students investigate art topics related to the studio work to gain critical, technical and aesthetic understanding. Throughout the course, students discuss critical issues in their
own and others’ artwork. Students also participate in critique in order to articulate ideas and concepts. The course culminates with an exhibition of their artwork for final examination.

**IB Visual Arts SL**

**623 IB ART HL I**

Full year | 1 Credits | Grade 11, 12

PRE-REQUISITES: One full year of Art

In the studio and with a sketchbook, student artists create imaginative and powerful artwork according to the established IB criteria. With greater depth and maturity, students pursue independent research and exploration in art. Over the two-year period, students develop a unified body of artwork in media of their choice. In a sketchbook, students investigate art topics related to the studio work to gain critical, technical and aesthetic understanding. Throughout the course, students discuss critical issues in their own and others’ artwork. Students also participate in critique in order to articulate ideas and concepts. The course culminates with an exhibition of their artwork for final examination.

**624 IB ART HL II**

Full year | 1 Credits | Grade 12

PRE-REQUISITES: IB Art HL I

In the studio and with a sketchbook, student artists create imaginative and powerful artwork according to the established IB criteria. With greater depth and maturity, students pursue independent research and exploration in art. Over the two-year period, students develop a unified body of artwork in media of their choice. In a sketchbook, students investigate art topics related to the studio work to gain critical, technical and aesthetic understanding. Throughout the course, students discuss critical issues in their own and others’ artwork. Students also participate in critique in order to articulate ideas and concepts. The course culminates with an exhibition of their artwork for final examination.

**Elective**

**719 FILMMAKING 1: METHODS, PRODUCTION, AND PROJECTS**

Semester | 0.5 Credits | Grade 9, 10, 11, 12

This course is an introduction to the many fields of film and video production. You will learn what a juicer does and who the “best boy” in the class is. We will look at camera technique and how to frame a shot. We will tinker with dollies and learn how to use a boom. We will develop our video editing technique and learn to add sound design to enhance our films. This course will be heavily project based. You will create a number of shorts and have many opportunities to develop your film making skills.

The course does not require previous video or editing experience. Students will be able to develop their skills further by taking Filmmaking 2.

**Elective**

**720 FILMMAKING 2: CRAFTING PROMOTIONAL VIDEOS**

Semester | 0.5 Credits | Grade 9, 10, 11, 12

PRE-REQUISITES: Experience with video cameras and digital video editing

During this course you will work on various film projects culminating in a promotional video for a client. You will use “dead cats,” balance color, and work as a grip, a DP and a gaffer. The course is divided into 3 sections:

PRE-PRODUCTION – Developing a workflow for video production; creating a treatment, location scouting, and interview techniques;

THE SHOOTING – Advancing camera technique, using a glidecam and vest, using and syncing sound from a field recorder, emphasizing microphone selection and technique, setting up a scene with 3-point lighting and safety;
POST-PRODUCTION - film editing, color correction and sound design.

This course can be taken for one semester (0.5 credit) or for 2 semesters (1 credit) while working to a more advanced level.

Pre-requisite: If you have not taken Filmmaking 1, but feel you have sufficient skills to take this course, please see the teacher for special approval prior to selecting this option.

Elective

730  **Design Enterprise for Clients**
Semester | 0.5 Credits | Grade 9, 10, 11, 12

This project-based course is all about inquiry and design. You will work with CAD and 3D modeling software as well as have hands-on experience with our new Laser cutter and 3D printers. To help us think like designers, we will explore the essential question, “How can we design a product that meets the needs of a client?” We will identify real world design problems and create our own 2D- and 3D-solutions. There are no prerequisites for this course.

Elective

731  **Computer Game Design**
Semester | 0.5 Credits | Grade 9, 10, 11, 12

During this course, you will gain hands-on experience developing computer games. We will be using a range of software and will learn how to plan and develop a successful product. You will be taken through a series of challenges where you will create your own platform games, maze games and scrolling shooters. The final project will be to research, design and create an original game for an elementary school client. There are no prerequisites for this course.

Elective

732  **Web Design for Clients**
Semester | 0.5 Credits | Grade 9, 10, 11, 12

During this course we will develop an understanding of the principles behind effective website design and implementation. We will try to answer the essential question, "How can technology be used to communicate ideas?" This course is project-based. As our final design task, we will create a website for a client. We will use CSS to theme our site and use Adobe Photoshop in order to manipulate images for the web. Adobe Illustrator will be used for any original web graphics. There are no prerequisites for this course.
HEALTH & PHYSICAL EDUCATION

At the core of the Health and Physical Education department’s mission is the belief that “Health is Wealth.” By having students engage in and select from a variety of sports, personal fitness activities, and health topics, students learn how to integrate these elements into the decision-making and lifestyle choices that will serve them for the rest of their lives. To this end, the High School Health and Physical Education teachers continue ISB’s commitment to the following school-wide long term learning goals:

1. Students will achieve and maintain a healthy lifestyle.
2. Students will demonstrate competency and proficiency in physical endeavors.

Course Offerings

800  P.E. 9
810  P.E. 10
805*  Personal Fitness
811  Health 10

Course Description

800  P.E. 9
Full year | 1 Credits | Grade 9

In grade 9 the program prepares students to be self-committed to physical education through the participation in a variety of different Sports and Fitness activities.

The focus involves participation in both team and individual sports. The participation in sports includes such areas as sport-specific fitness, tactics and strategies, as well as officiating and peer teaching. The major focus in most units is Personal and Social skills, Analysis and Understanding, Goal Setting and Performance and Application of Knowledge.

The students are also exposed to a variety of different fitness activities. These activities, which include yoga, Crossfit and weight training, are designed to create the foundations for a lifelong interest in the area of personal fitness.

801  P.E. 10
Full year | 1 Credits | Grade 10

In grade 10, the physical education program prepares students to truly understand the importance of lifelong participation in a variety of sports and fitness activities.

Participation in sports goes beyond rules and regulations to include sport-specific fitness, tactics and strategies, as well as officiating and peer teaching. The major focus in most units is Personal and Social Skills, Analysis and Understanding, Goal Setting and Performance and Application of Knowledge.

There is a strong focus on personal fitness in grade 10. The students are tasked to create their own personal fitness plan. This process involves goal setting, measurements, and workout development. In doing so, all students create a fitness plan based on personal needs, desires, and abilities. The final product is designed to be a fitness plan that lays a foundation for lifetime fitness pursuits.

Elective

805  Personal Fitness
Semester | 0.5 Credits | Grade 11, 12

The self-study Personal Fitness course offers students in Grades 11 & 12 the opportunity to develop and pursue their own fitness goals using a variety of training methods. They make use of skills and knowledge acquired in earlier high school classes to create a training menu based on a number of specific goals they set for themselves at the outset. All students will make use
of the online application “HD Fitness” to keep a track of their progress and are compiling a Personal Fitness Journey, which is a self-evaluation and is completed and submitted at different points throughout the course.

811 Health 10
Semester | 0.5 Credits | Grade 10

Health is a compulsory semester-long course in Grade 10. Topics of study include: Skills for a Healthy Life, Self-Esteem and Mental Health, Managing Stress and Coping with Loss, Sleep, Nutrition, Substances, and Sexual Health. Health classes are designed to provide students with the tools for making health-enhancing decisions. Students work to understand the impact of health issues on their own well-being and that of others. Through the development of critical thinking skills, students are also introduced to and made aware of health issues that affect various people around the world.

In the years to come, teens will be making decisions that affect their physical, mental, social, emotional, spiritual and environmental health. The purpose of this course is to provide students with the knowledge and resources they need to make responsible, well-informed decisions about their wellness. As the course progresses, students will be asked to explore their values, opinions and beliefs about their wellness. Critical thinking is an essential component to the course, as students will work to understand why teens need to make more positive decisions, how decisions impact their well-being, and why leading a healthy life is important. The emphasis is on active learning, and students will be expected to become very involved in the lessons.

There are three key concepts interwoven throughout the activities in all of the units studied. These are:

- **Well-being:** students will examine the influence of several health-related topics on physical, mental social, emotional, spiritual and environmental well-being.

- **Health Promotion:** students will advocate for personal, family and community health in relation to the topics we study. They will examine ways they can contribute to minimizing risks and increasing safe practices in social situations.

- **Socio-Ecological Perspective:** students will be encouraged to reflect and debate attitudes, values, and beliefs for a range of issues.
THEORY OF KNOWLEDGE

Course Offerings

910 Theory of Knowledge 11
911 Theory of Knowledge 12

Course Description

**910 Theory of Knowledge 11**

Semester | 0.5 Credits | Grade 11

Theory of Knowledge is required for all IB diploma students but is also available to all grade 11 students. It is a course that explores the origins, validity, and values of various forms of knowledge. The aim of the course is to view the knowledge disciplines from the perspective of knowledge itself, noting the similarities and differences in the formation of knowledge as well as the strengths and limitations in various kinds of knowledge. By the completion of the 12th grade portion of the course, one of the student’s essays and an oral presentation will be used for the IB Diploma requirement.

**911 Theory of Knowledge 12**

Semester | 0.5 Credits | Grade 12
PRE-REQUISITES: Theory of Knowledge 11

Theory of Knowledge is required for all IB diploma students. It is a course that explores the origins, validity, and values of various forms of knowledge. The aim of the course is to view the knowledge disciplines from the perspective of knowledge itself, noting the similarities and differences in the formation of knowledge as well as the strengths and limitations in various kinds of knowledge. By the completion of the 12th grade portion of the course, one of the student’s essays and an oral presentation will be used for the IB Diploma requirement.
DIRECTED INDEPENDENT STUDY

In an effort to broaden educational offerings that allow students to pursue passions, explore interests, and develop specialised skills, several courses provide personalised learning opportunities that extend beyond the traditional classroom. To this end, these directed independent study courses are committed to the following school-wide learning goals:

1. Students will explore authentic problems and challenges.
2. Students will become self-directed learners capable of charting their own learning paths and demonstrating the traits of life-long learners.
3. Students will gain from collaborations, authentic experiences, and new approaches to learning.

Course Offerings

1000* The Passionate Project
1002* The Apprenticeship Program
1005* Tutor Training I
1006* Tutor Training II

Course Description

Elective

1000 THE PASSIONATE PROJECT
Semester | 0.5 Credits | Grade 9, 10, 11, 12
PRE-REQUISITES: Counselor approval (and completed application)

This semester-long course for students in Grades 9-12 challenges the student to design and complete an individual project that is geared to his or her particular interest and desire to pursue a tangible outcome. An outcome could be but is not limited to 1) designing a product, service, or system; 2) improving one; or 3) planning and staging an event.

The course will be programmed into a student’s schedule during a designated block where the student will work both independently and in consultation with a teacher-advisor to discuss and track progress. In addition, instructional time will be used to examine personal development and 21st century skills relevant to project work, quality, and success. This additional work is completed in tandem with one’s project work.

Profile for Success: this course is for a self-motivated learner who has an interest or curiosity, bordering on passion, to dig deeper into something. He or she would view such an opportunity to do an individualized, personally meaningful project for school credit as a dream course. This self-disciplined student willingly commits time to the project in and out of school, even when challenging. In addition to being attracted to the personalization and self-direction of the project, the ideal candidate would have an openness to engage in closely examining aspects of personal development that would maximize their potential for success in the project and in future pursuits. The student accepts that accountability lies within oneself and through regular communication with the teacher-advisor of the project.

Grades will be determined by a contract designed by the teacher with student input and agreed upon in advance to spell out the project requirements, the criteria for judging quality, and the performance criteria for each grade option. This means thinking ahead about commitments and responsibilities for how much work a student can invest in the project for the semester.

Limited to 10 students per semester.
**The Apprenticeship Program**

**Elective 1002**

**Semester | 0.5 Credits | Grade 9, 10, 11, 12**

**PRE-REQUISITES:** Counselor approval (and completed application)

This semester-long course for students in Grades 9-12 provides the opportunity to earn an elective credit for on-the-job learning by matching students with an operational or teaching department in the school. Prospective apprentices in this program must start by getting a job. Positions can be offered by a department within the school or initiated by the student and agreed to by the department. This means students must find an office or mentor who will hire them as an apprentice, take part in an interview process, and if selected, commit to the scope of work laid out in a work agreement. For their part, the sponsoring department must be willing to assign a mentor to supervise a student in the implementation of job-embedded duties and/or a project. Supervisors will also provide on-the-job training, supervision, and feedback and will be responsible for evaluating the student’s participation and performance.

Students will work with the supervisor to plan this scope of the work. Assessment criteria will be communicated in a standardized rubric and reported in the following three domains: Foundational Skills and Knowledge, Application and Performance, and Communication Skills. Grades will be determined by a contract designed by the teacher with student input and agreed upon in advance to spell out the project requirements, the criteria for judging quality, and the performance criteria for each grade option. This means thinking ahead about commitments and responsibilities for how much work a student can invest in the apprenticeship for the semester.

The course will be programmed into a student’s schedule during a designated block where the student will report to the hosting department or a designated work area and work both independently and with the supervisor.

**Profile for Success:** This course is for a self-motivated learner who has wants to gain workplace skills in an authentic job context. He or she would view such an opportunity to be selected and work as an apprentice as a significant opportunity. This self-disciplined student willingly commits time to the apprenticeship in and out of school, even when challenging. In addition to being attracted to the authenticity and personalization of the apprenticeship, the ideal candidate would have an openness to engage in closely examining aspects of personal development that would maximize their potential for success in the position. The student accepts that accountability lies within oneself and through regular communication with the professional supervisor to whom they are serving as an apprentice.

**Tutor Training**

**Elective 1005**

**Semester | 0.5 Credits | Grade 9, 10, 11, 12**

**PRE-REQUISITES:** Counselor approval (and completed application)

This semester-long course combines a certified tutoring preparation program with hands-on experience tutoring ISB students. During the first three weeks of the semester, students complete the 15 hour online, self-paced course through the US-based National Tutoring Association (NTA). Upon completion, they are eligible to apply for NTA certification. Then students choose to work in elementary, middle or high school for their tutoring practicum. The course will be programmed into a student’s schedule during a designated block, where the student will work both independently and in consultation with a teacher-advisor who will track progress and provide guidance, but not direct instruction.

**Profile for Success:** the course format appeals to the student who is self-disciplined, enjoys the pacing of online learning, and is motivated to apply that learning in the practical face-to-face interaction of tutoring. This student welcomes the opportunity to take on the teacher role and is committed to learning the skills and methods required to be successful. The idea of achieving an effective learning result for another student should be motivating, even when challenging.

Grades will be determined by a contract designed by the teacher with student input and agreed upon in advance to spell out the course requirements, the criteria for judging quality, and the performance criteria for each grade option. This means thinking ahead about commitments and responsibilities for how much work a student can invest for the semester.

Limited to 10 students/semester.
**1006  TUTOR TRAINING II**

**Semester | 0.5 Credits | Grade 10, 11, 12**

**PRE-REQUISITES:** Tutor Training I & Counselor approval (and completed application)

This semester course focuses on an increased understanding of learning and development as applicable to tutoring. As a continuation of the basic tutoring work completed in Tutor Training I, students complete the 30 hour online Intermediate and Advanced tutoring modules. Topics include how to plan, conduct, and evaluate productive tutoring sessions, theories of intelligence, conflict resolution, time management, assessment, and stress management. Then students arrange a tutoring practicum and log 30 hours of tutoring work. The course will be programmed into a student’s schedule during a designated block, where the student will work both independently and in consultation with a teacher-advisor who will track progress and provide guidance, but not direct instruction.

**Profile for Success:** This course appeals to students who successfully completed the Tutoring Training I course and want to continue their tutoring work and development. This student is self-disciplined, enjoys the pacing of online learning, and is motivated to apply that learning in the practical face-to-face interaction of tutoring. This student welcomes the opportunity to take on the teacher role and is committed to learning the skills and methods required to be successful. The idea of achieving an effective learning result for another student should be motivating, even when challenging.

Grades will be determined by a contract designed by the teacher with student input and agreed upon in advance to spell out the course requirements, the criteria for judging quality, and the performance criteria for each grade option. This means thinking ahead about commitments and responsibilities for how much work a student can invest for the semester.
ADDITIONAL COURSES

Course Offerings

900*  Office Aide
901*  Library Aide
902*  Teacher Aide
915  Guided Study
916  Effective Study Skills
950  Study Hall
951  IB Core Class
952  Junior Study Period
960  Senior Privileges

Course Description

Elective  900  Office Aide

Semester | 0.5 Credits | Grade 9, 10, 11, 12

The student will practice clerical skills and be assigned to one of the various school offices. He or she may learn how to file, answer phones, deliver messages to students and teachers, reproduce materials, and other skills. The course may be repeated for credit, and the student will be graded on a Pass/Fail basis.

Elective  901  Library Aide

Semester | 0.5 Credits | Grade 9, 10, 11, 12

The student will learn basic media-center routines such as shelving, filing, circulation, and other skills. The course may be repeated for credit, and the student will be graded on a Pass/Fail basis.

Elective  902  Teacher Aide

Semester | 0.5 Credits | Grade 9, 10, 11, 12

The student may work with a classroom teacher and assist with various activities, including working individually and in small groups with the students. They will also assist the teacher with activities such as reproducing materials, preparing materials for the class, and other in-class activities as requested. The Teacher Aide may also work with a teacher doing clerical jobs for the department or for the individual teacher.

915  Guided Study

Full year | 1 Credits | Grade 9, 10, 11, 12

PRE-REQUISITES: Counselor recommendation

Guided Study is a year-long course taught by Learning Support teachers and available to students in grades 9 through 12. The objectives of the course are to support students in the core curriculum, to promote skill development and effective study habits, and to enhance independent learning skills. These objectives are met through collaboration between the student, subject teachers, and Learning Support teachers. This collaboration involves close communication among the teachers about the
student’s progress, needs, and successes. A variety of skills and learning strategies are taught, based on individual student needs, in order to support the student’s successes at ISB.

916 Effective Study Skills
Semester | 0.5 Credits | Grade 9

This one-semester elective is available to Grade 9 students. The course is designed to improve study skills that students will need throughout their high school education and beyond. Topics covered include the purpose of learning, self-assessment, learning styles, multiple intelligences, time management, organizational skills, memory techniques, skills for taking notes, test preparation, and strategies needed for effective and efficient independent study. The structure of the class includes instructional time (for 1/2 of the course block) and independent study time for the students, where they are expected to apply skills taught in class to their own studies. By the completion of the course, students develop a understanding of their unique learner profile.

950 Study Hall
Semester | 0 Credits | Grade 9, 10

951 IB Core Class
Semester 1 | 0 Credits | Grade 11

952 Junior Study Period
Semester | 0 Credits | Grade 11

Semester-length option for Grade 11 students.

960 Senior Privileges
Semester | 0 Credits | Grade 12

Semester-length option for Grade 12 students.
ONLINE LEARNING

In an ongoing effort to offer as wide as possible a range of courses to our students and expand individualized learning opportunities, ISB offers online courses delivered by the following providers:

- Global Online Academy
- The Virtual High School
- Pamoja Education

Our online learning opportunities are available to all students in grades 10-12 (unless otherwise noted) with the following provisions:

- Participation requires ISB counselor approval.
- Students may take only a single online course per semester.
- Only courses not provided by ISB will be available to students.
- IB Diploma students can only take IB online courses.
- AP, IB courses are only available to students in grades 11 & 12.
- Online AP courses will be given a GPA weighting, as consistent with on-site AP courses.
- All courses (with the exception of IB and AP courses) receive elective credit, with special exceptions granted by the high school counselors and principal.

Profile for success: Students who participate in an online course must exhibit a high degree of personal responsibility, meeting assignment deadlines and contacting their online teacher when assistance is needed. They need to be self-disciplined and motivated to succeed in the course. They should have strong reading and writing skills, good problem-solving ability, and at least basic computer ability. Organizational and time management skills are especially important for success online, and students need to allocate appropriate time to complete course work; the ISB schedule will include one block designated for study in this course. Interacting with other members of the online course is an integral part of the experience, and students should be prepared to engage with their teacher and classmates on a timely and frequent basis.

Click here for an online pre-enrollment questionnaire and rationale
http://www.govhs.org/Content/InfoFor-StudentSurvey or
http://www.pamojaeducation.com/preparing-online-learner/

We recognize that independent, online learning is different from a traditional classroom-based course and may present students with unexpected obstacles. So for any student taking an online course for the first time there will be a "grace period" up to the end of the first quarter of the course. During that grace period, a student may withdraw from the online course without it being noted on their transcript. For students who already have experience of online learning at ISB, the usual add/drop guidelines and time lines (10 school days after course begins) will apply. To support students in their online learning, an ISB Site Based Coordinator serves as liaison between the student, the online teacher, the parents and the student’s counselor.

GLOBAL ONLINE ACADEMY (GOA)

GOA (www.globalonlineacademy.org) is a non-profit partnership founded in 2011 by a small consortium of outstanding independent schools in the United States. ISB has been invited to participate in this program, creating an exciting chance for our students to collaborate with teachers and students from around the world in an experience that will deepen and diversify learning opportunities.

Visit the GOA course guide for information about the courses offered.

- These courses are open to ISB students in grades 10-12.
- Students may elect to take GOA courses for a grade or pass/fail. The deadline to make this decision is by the end of the initial quarter of the course.
- GOA semesters are 14 weeks long.
THE VIRTUAL HIGH SCHOOL (VHS)

VHS (thevhscollaborative.org), founded in 1996, is one of the pioneers in online learning. They are a non-profit organization with over 17,000 students enrolled in over 200 courses, including AP courses.

Visit the VHS course catalog for the courses offered.

- These courses are open to ISB students in grades 10-12 (unless otherwise noted), with the exception of AP courses which are open to grades 11 & 12.
- Students may elect to take VHS courses for a grade or pass/fail. The deadline to make this decision is by the end of the initial quarter of the course.

Full Year Course

Advanced Placement
(for grades 11 & 12 only)

1. AP® Art History ●
2. AP® Computer Science A ●
3. AP® European History ●
4. AP® Government & Politics: U.S. ●
5. AP® Music Theory ●
6. AP® Statistics ●

Arts

7. American Popular Music
8. Art History Honors
9. Art History: Art of the Caribbean Islands
10. Computer Animation with Scratch
11. Creating Art History
12. History and American Pop Music
13. History of Photography
14. Music Listening and Critique
15. Music: Fundamentals of Composition

Business

16. Business and Personal Law
17. Business Math
18. Entrepreneurship
19. International Business
20. Investing in the Stock Market
21. Marketing and the Internet
22. Personal Finance

Foreign Language

23. German Language and Culture
24. Italian Language and Culture
25. Latin 1 ●
26. Latin 2 ●
27. Portuguese 1 ●
28. Russian Language and Culture
29. Spanish Culture and 20th Century Hispanic Literature

Language Arts

30. 101 Ways to Write a Short Story
31. Academic Writing
32. Around the World in 80 Days
33. Blogs, Wikis, and Web Research Tools
34. Contemporary Irish Literature
35. Essay Writing
36. Fantasy and Science Fiction Short Stories

Year-long

1. Arabic 1: Language Through Culture
2. Computer Programming 1: Java
3. Digital Journalism
4. Japanese 1: Language Through Culture
5. Multivariable Calculus
6. 9/11 in a Global Context
7. Advanced Statistics and Data Science
8. Applying Philosophy to Modern Global Issues
9. Bioethics
10. Computer Programming I: Computational Thinking
11. Contest Mathematics
12. Creative Non-Fiction
13. Digital Photography
14. Genocide and Human Rights
15. Global Health
16. Graphic Design
17. Introduction to Psychology
18. Linear Algebra Through Modern Applications
19. Medical Problem Solving I
20. Microeconomics
21. Poetry Writing
22. This We Believe: Comparative Religions
23. Abnormal Psychology
24. Advocacy
25. Architecture
26. Bioethics
27. Biostatistics
28. Comparative Politics
29. Computer Programming II: Analyzing Data with Python
30. Computer Programming II: Advanced Java
31. Energy
32. Fiction Writing
33. Game Theory
34. Gender Studies
35. iOS App Design
36. Macroeconomics
37. Medical Problem Solving I
38. Medical Problem Solving II
39. Music Theory and Digital Composition
40. Neuropsychology
41. Organic Chemistry in Modern Life
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<td>67. Bioethics</td>
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<td>68. Biotechnology</td>
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<td>69. Epidemics</td>
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<td>70. Evolution and the Nature of Science</td>
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<td>71. Genes and Disease</td>
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<td>72. Pre-veterinary Medicine Honors</td>
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<td>73. The Human Body</td>
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<td>74. Advanced Topics in Chemistry</td>
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<td>75. Environmental Chemistry</td>
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<td>76. Biochemistry</td>
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<td>77. Astronomy Principles</td>
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<td>78. Climate Change</td>
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<td>79. Engineering for Sustainable Energy</td>
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<td>80. Engineering Principles</td>
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<td>81. Environmental Science</td>
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<td>83. Forensic Science</td>
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<td>84. Meteorology</td>
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<td>85. Oceanography</td>
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<td>86. Nuclear Physics</td>
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<td>87. Around the World in 80 Days</td>
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<td>88. Constitutional Law</td>
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<td>89. Contemporary Issues in American Law and Justice</td>
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<td>91. Democracy in the U.S.</td>
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<td>92. Eastern and Western Thought</td>
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<td>93. Film and Literature</td>
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<td>94. Lewis and Clark’s Expedition</td>
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<td>95. Math and Modern Logic</td>
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<td>97. Peacemaking</td>
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<td>98. Pearl Harbor and the Pacific Theater</td>
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<td>99. Philosophy I</td>
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<td>101. Psychology of Crime</td>
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<td>102. Sociology</td>
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<td>103. Sports and Society</td>
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<td>104. The Glory of Ancient Rome</td>
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<td>105. The Golden Age of Classical Greece</td>
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<td>106. The Holocaust</td>
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<td>107. The Vietnam War</td>
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<td>108. U.S. Foreign Policy</td>
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<td>109. U.S. Government</td>
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<td>110. Who Do I Want To Be When I Grow Up?</td>
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<td>111. World Conflict, a United Nations Introduction</td>
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<td>112. World Religions</td>
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<td>113. Blogs, Wiki, and Web Research Tools</td>
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<td>114. CAD</td>
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<td>115. Computational Science and Engineering Using Java</td>
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<td>116. Computer Animation with Scratch</td>
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<td>117. Computer Science Honors</td>
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<td>118. Creating Effective PowerPoint Presentations</td>
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<td>119. Engineering for Sustainable Energy</td>
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<td>120. Engineering Principles</td>
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<td>121. Journalism in the Digital Age</td>
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<td>122. Programming in Visual Basic</td>
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<td>123. Video Game Design Using Game Maker</td>
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<td>124. Web Design - Advanced</td>
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<td>125. Web Design - Basics</td>
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<td>126. Web Design and Internet Research</td>
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Pamoja Education (http://www.pamojaeducation.com/) works very closely with the IB to ensure that all courses comply with the IB’s rigorous standards and quality assurance processes. Pamoja Education employs experienced IB teachers and provides them with extensive training in online pedagogy, as well as ongoing mentoring and support. Class sections are balanced to promote a global mix of student and teacher perspectives.

- The site based coordinator liaisons with ISB’s IB Diploma Coordinator for additional student support.
- Pamoja courses offered at ISB will be graded pass/fail on the school transcript.
• Students taking a Pamoja course have the option to complete the full IB Diploma.

ISB will be offering the following two year Pamoja courses:

1. IB Business & Management SL
2. IB Business & Management HL
3. IB Information Technology in a Global Society SL
4. IB Information Technology in a Global Society HL
5. IB Philosophy SL