



# SSIS

High School  
Program of Studies 2010-2011

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**SAIGON SOUTH INTERNATIONAL SCHOOL**  
Nguyen Van Linh Parkway, Tan Phong Ward, District 7  
Ho Chi Minh City, Vietnam  
Tel: (84 8) 413-0901 Fax: (84 8) 413-0902  
Email: [info@ssis.edu.vn](mailto:info@ssis.edu.vn)  
Website: [www.ssis.edu.vn](http://www.ssis.edu.vn)

## **Principal's Message**

Dear SSIS High School Students and Parents,

The SSIS High School academic program is getting a new look. For our grade 11 students, we are planning to offer the International Baccalaureate (IB) Program for the 2010-2011 school year. This internationally-recognized curriculum will offer our high school students a rigorous course of study in grades 11 and 12 and clearly put SSIS in a special category of international schools. Schools that offer the IB program share a common philosophy and a commitment to high quality, challenging, international education that SSIS believes is important for our students. Our full high school program is designed and modified on the assumption that SSIS students will, upon graduation, continue their education in university.

In addition to the IB program, SSIS will also be introducing the use of laptops (1:1 ratio) in 2010 -2011 and will do so in a fully wireless environment.

Courses and credit requirements for graduation are specified in the following pages. As SSIS grows, students have a wider variety of course options in 2010-2011 than ever before to individually tailor their program to their interests and abilities. It is an exciting time to be a student at Saigon South International School.

Please take the time to read through the Program of Studies carefully and in cases where you can make elective choices, choose courses thoughtfully with your future goals and aspirations in mind. Feel free to contact teachers or our school counselor if you have questions about any of these courses.

Sincerely,

Paul A. Johnson

Middle School/High School Principal

## **The SSIS Philosophy and Mission Statement**

SSIS is a college preparatory school committed to the intellectual and personal development of each student in preparation for a purposeful life as a global citizen.

### **Core Values: SSIS Believes In and Promotes...**

- Academic Excellence
- Sense of Self
- Dedicated Service
- Balance in Life
- Respect for All

### **SSIS Curriculum Philosophy**

Curriculum at Saigon South International School emanates from the school's mission, incorporates our many cultures, and is broader than the content of study. All courses of study are student centered, focused on making meaning for students, and rooted in conceptual understanding augmented by skill development. Work is celebrated by a flexibility of thought, relies on prior experience, and is process oriented. Studies are an interactive process involving students, teachers, parents, and administrators – all working to support the learning process. Learning is enhanced by an understanding of child development, social interactions, scientific pedagogy, and proven best practices of teaching. Saigon South International School's decision to adopt the IB diploma program clearly signals a commitment to this stated philosophy.

The faculty understands the importance of incorporating various strategies for instruction. School standards are clearly articulated and US based standards are incorporated appropriately. Teachers continually assess educational progress and integrate lessons clustered around themes so that students can appreciate relevancy and the connectedness of events. Schooling is a preparation for lifelong learning.

### **Admissions Statement**

Saigon South International School (SSIS) is a Pre School through twelfth grade not for profit, coeducational day school, which provides quality education based on an American curriculum. English is the language of instruction.

SSIS will accept students who can be successful in the regular academic high school program. Admissions decisions are based on previous grade placement, credits (Carnegie units) accumulated, previous academic record and placement examinations.

SSIS admits second language learners to the high school on a limited basis. Consideration is given to the ratio of native English speakers to non-native English speakers in any one classroom as well as to a balance of nationalities. Students at the high school level must have a level of English proficiency that will allow them to be successful in the regular classroom.

### **Class Placement**

Class placement is based on current grade level, previous courses taken, classroom performance and credits earned.

### **Grade Placement**

1. Grade placement and graduation are totally dependent upon the accumulated credits earned during high school.
2. Students who successfully complete the British GSCE “O” level examinations or an equivalent examination system may receive two credits for each examination up to a maximum of 12 credits and be placed in Grade 11.
3. Before a student is “officially” accepted for enrollment, all high school records, or middle school records for grade 9 applicants, must be submitted to the Admission’s Office and reviewed by the Director of Admission.

**Freshmen (Grade 9)** will be those students who have earned less than six (6) high school credits.

**Sophomores (Grade 10)** will be those students who have earned six (6) or more high school credits.

**Juniors (Grade 11)** will be those students who have earned twelve (12) or more high school credits.

**Seniors (Grade 12)** will be those students who have earned eighteen (18) or more high school credits.

\*A credit is given for the successful completion of a course which meets 3-4 blocks per week (120 - 160 hours).

### **Important Considerations**

This booklet contains descriptions of classes offered in Grades 9-12. It should be used when students plan their program of studies. Students should find out as much as they can about individual courses – objectives, requirements, prerequisites (if any) and credit value.

All students in Grades 9-12 must annually enroll in enough courses to earn the equivalent of at least seven SSIS credits. The only exception are students with a heavy load and high academic class demands during their senior year. These cases will be reviewed by the counselor and approved by the Principal.

### **Graduation Requirements for Saigon South International School:**

<b>Academic Discipline</b>	<b>Required Credits</b>
English	4
Mathematics	3
Science	3
History and Social Sciences	3
Modern Language	2
Physical Education and Health	2
Fine Arts	1
Electives	6
<b>TOTAL Minimum</b>	<b>24</b>

### **Credits (Carnegie Units)**

1. One credit is earned for the successful completion of a one year course that meets for 210 minutes per week. Students are expected to remain in yearlong courses for both semesters.
2. One-half credit is earned for the successful completion of a semester course.

3. Credit will be given only for courses taken while students are enrolled at the ninth through twelfth grade levels.
4. Auditing: With administrative approval a student may audit a course to gain the knowledge necessary for a sequential course. Although no credit is granted, students are required to do all class work. An audit must be granted by administrative approval within the first two weeks of the semester. "Audit" will be entered on the permanent record.

### **Certificate of Attendance**

A certificate of attendance may be granted to students who have completed four years of high school but who do not meet the specific requirements for an SSIS diploma.

### **Repeating a Grade or Course**

Students in grades 9-12 who fail required courses must repeat those courses (or the equivalent) during the regular school year. Their grade placement, however, will be determined by the total number of credits they have earned. In certain circumstances a student may be allowed to repeat a course for a better grade and a better understanding of the content material. This can only be done with the approval of the principal and only after a student and his parents have first consulted with the school counselor.

### **Independent Study Policy**

The requirements for independent study or correspondence courses are:

1. No course will be accepted for credit that is already offered by SSIS.
2. No credit will be accepted from an unlicensed school.
3. A proposal must be made which includes time requirements, curriculum outline, supervisor, and testing format of the course in question.
4. Final approval will be made by the Principal upon recommendation of the School Counselor.

### **College Entrance Requirements**

Students should begin their college planning early in their high school careers. Since each college establishes its own particular requirements, it is important that students follow the suggestions given in the individual college catalogues.

Recommended college entrance requirements include:

English	4 credits
Mathematics	3-4 credits
Science	3-4 credits
History and Social Sciences	3-4 credits
Foreign Language	2-4 credits of the same language
Fine Arts	1 credit

## **Factors that determine college/university acceptance include:**

1. The selection process varies considerably from country to country, from one university to another, and even between different faculties in the same university. It is not possible to categorically state what criteria a student must meet to be accepted into a college or university. However, there are certain things that most colleges would consider relatively important when deciding whether to admit a student.
2. **Scholastic Record:** Colleges want to admit students who are likely to succeed academically and obtain an undergraduate degree. Therefore, the quality of academic work that a student does in high school (the transcript), the grades received on internally assessed course work (grade point average), and the scores received on externally based exams (IB, AP) are the most important component of a college application. Colleges also look at the level of difficulty of a student's high school program. It is our recommendation that students take the most challenging course of study in which they can be successful. In some countries, colleges offer admission based solely on external exam scores whereas in other countries, a broader based assessment of scholastic record, standardized tests, essays and recommendations are used.
3. **Standardized Test Scores:** The purpose of standardized tests such as the SAT Reasoning Test, SAT Subject Tests, ACT (American College Test), TOEFL, IELTS is to give an objective evaluation of a student in comparison to a wide range of other students. Colleges in the United States typically require the SAT or ACT and usually have a minimum score or range to be eligible for admission. More competitive colleges also require two or three SAT Subject tests be taken. Colleges in other countries sometimes request the SAT for those students not completing the full IB diploma program. The SAT tests are usually taken at the end of eleventh grade and again if necessary in the twelfth grade. It is advisable NOT to take the SAT more than three times. Colleges around the world usually require the TOEFL or IELTS for non-native English speakers. This test should be taken towards the end of eleventh grade or early in the twelfth grade. Students are strongly encouraged to become as familiar as possible with these tests, and further to know which tests each of the colleges require.
4. **Personal Statement/Essay:** A well-written statement or essay that provides insight into the student's unique personality, reasons for pursuing a particular course of study, activity involvement demonstrating leadership and initiative, community service involvement showing evidence of being a contributor, and future goals or career direction. It acts as "a window into who you are", and allows university admissions officers to form an image of you beyond grades and test scores. The goal of any essay is to form a positive image of the writer, reveal something about you as a person, and make an admissions person want to meet you. The benefits of living internationally can make you unique. It is recommended that students start their essay or personal statement early in the application process, and do multiple drafts in order to produce their best quality and most interesting profile of themselves.
5. **School and Teacher Recommendations:** Colleges will often ask for recommendations from counselors and teachers. Such recommendations are generally based on qualities such as self-confidence, motivation, initiative, maturity, leadership, creativity, concern for others, warmth of personality, and likelihood of success in college. Educators are asked to assess your strengths and weaknesses, and how you are relative to other students they have taught. Recommendations give admissions officers another perspective about your personality, skills, ambitions, achievements and relationships. They are often used to assess whether you are "as terrific as you say". Students need to select teachers who will support their application, say positive things about them, and in general are willing to present you effectively. It is advised that

students give the teacher a resume and personal statement as supporting documents when requesting a recommendation.

6. **Special Talents, Activities, and Interests:** Colleges are looking for experiences that allow you to demonstrate your leadership skills e.g. student council, sports captain, special talents e.g. academic, athletic, artistic, scientific, and community service involvement. These considerations are especially important to the more selective colleges, which only accept a small percentage of qualified applicants. Students who have had unusual life circumstances, or are from a cultural or ethnic minority under-represented on the college campus, are also attractive to some colleges who are actively promoting diversity in all its forms. Students are advised to engage seriously in two or three activities over the course of high school and achieve a balance between activities and academics.
7. **Diversity, Hard-to-fill-courses, Alumni legacies, Higher fees**

Colleges are looking for interesting students. They want students who will add something unique or different to their campus. Almost all English-language speaking colleges and universities are trying to increase the cultural and ethnic diversity of their campus. For example, in the US, holding a passport from a country not represented in the student body may increase your chances of admission. Simply being an international student can increase your chances of admission because you have experienced life in other countries and have learnt to be flexible and adaptable to new people, places and situations—you are a positive risk for successfully adjusting to university life. Also, whether colleges admit it or not international students are usually a source of additional revenue as tuition fees are almost always higher than for host nationals of that country.

Conversely, many colleges in the US for example give special consideration to the children of alumni. It maintains tradition and alumni and alumni associations are often an important part of fundraising and also act as representatives of the college overseas.

Finally, some courses are simply undersubscribed. Almost everyone wants to study business, engineering, or law. Acceptance in these programs is very competitive, whereas the humanities or arts degree programs may be undersubscribed and have lower admission requirements.

Source: Collegeboard/International School Handbooks

### **Advanced Placement Courses and Tests**

The AP course selection at SSIS will be gradually reduced due to the transition in curriculum to the International Baccalaureate program. A number of AP courses will still be offered to 12<sup>th</sup> grade students primarily and therefore the following information may still be useful to the student or parent.

Through college-level AP courses you have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities. Outside the U.S., universities in more than 55 countries recognize AP Exam scores in the admission process and/or for credit and advanced placement.

Individual colleges and universities, not the College Board or the AP Program, set admission and AP recognition criteria for their respective programs. AP Exam performance is typically considered within the student's complete application.

Because admission policies vary from school to school, interested students should contact the institution directly for further information regarding application procedures and policies.

## Why Participate?

With 37 courses and exams across 22 subject areas, AP offers something for everyone. The only requirements are a strong curiosity about the subject you plan to study and the willingness to work hard. Here are just a few reasons to sign up:

- Gain the edge in college preparation
- Get a head start on college-level work.
- Improve your writing skills and sharpen your problem-solving techniques.
- Develop the study habits necessary for tackling rigorous course work.
- Stand out in the college admissions process
- Demonstrate your maturity and readiness for college.
- Show your willingness to push yourself to the limit.
- Emphasize your commitment to academic excellence.
- Broaden your intellectual horizons
- Explore the world from a variety of perspectives, most importantly your own.
- Study subjects in greater depth and detail.
- Assume the responsibility of reasoning, analyzing, and understanding for yourself.

(Source: [www.collegeboard.com](http://www.collegeboard.com))

## **International Baccalaureate (IB)**

International Baccalaureate (IB) is a non-profit educational foundation created in 1968 and is based in Geneva, Switzerland. It offers programs for primary (ages 3-12), middle years (ages 11-16), and diploma (ages 16-18). These programs are currently offered in 1,293 schools around the world. IB schools include public, private, and international schools which have met certain requirements. It is designed for highly motivated and academic students who hope to attend university.

Six major areas are studied – cultures, history, artistic expression, plus political, economic, and belief systems of the world. Exams are given in each area. Scores range from 1 (low) to 7 (high) for those who are enrolled in the diploma program. Some universities give credit for scores of 4 and above. An IB diploma is recognized around the world and is usually sufficient for entrance into a variety of universities. For more information about the IB program and schools which use it, please check their website at <http://www.ibo.org/>.

## **THE IB LEARNER PROFILE**

***International Baccalaureate programs aim to develop students to become:***

***Inquirers:*** Who acquire the skills necessary to conduct purposeful, constructive research.

***Thinkers:*** Who exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.

***Communicators:*** Who receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.

***Risk-takers:*** Who approach unfamiliar situations without anxiety, have confidence and independence, are courageous and articulate in defending things in which they believe.

***Knowledgeable:*** Who have spent time in school exploring themes with global relevance and importance, and have acquired a critical mass of significant knowledge.

***Principled:*** Who have a sound grasp of the principles of moral reasoning, integrity, honesty and a sense of fairness and justice.

***Caring:*** Who show sensitivity towards the needs and feelings of others and have a personal commitment to action and service.

***Open-minded:*** Who respect the views, values and traditions of other individuals and cultures and who are accustomed to seeking and considering a range of points of view.

***Well-balanced:*** Who understand the importance of physical and mental balance and personal well-being.

***Reflective:*** Who give thoughtful consideration to their own learning and who analyze their personal strengths and weaknesses in a constructive manner.

## GENERAL QUESTIONS ABOUT THE IB PROGRAM

### **Why participate in the IB program?**

While the IB Diploma Program is a rigorous pre-collegiate curriculum, it also challenges students to think about global issues, cultural assumptions and our place in the world community. When taken in its entirety, the program requires a deep focus in many areas, both academic and non-academic. Students move beyond the classroom, become involved in service in their community, and work creatively. Through TOK students are challenged to think about what knowledge means in the various disciplines they are studying. Ideally, these elements converge through the experience of designing and executing an individual research question or project in the Extended Essay.

Students who best succeed in the program have a strong commitment to the ideals of the mission statement, and a genuine enthusiasm about learning as well as sincere curiosity about other cultures and the world around them.

At Saigon South International School, students in the IB Diploma Program earn IB course certificates and/or the full IB Diploma in addition to the standard U.S.-equivalent high school diploma.

### **Do I have to do the full Diploma Program?**

There are two ways to participate in the International Baccalaureate Diploma Program at SSIS: The full diploma program vs. individual certificates.

#### **Option A: The Diploma Program**

- Participate in and complete internal/external assessments for six IB courses:
  - 3 Higher Level courses (or 4 HL courses, with approval)
  - 3 Standard Level courses (or 2 SL courses, if approved for 4 HL courses)
- Complete Theory of Knowledge (TOK)
- Submit an original Extended Essay, an in-depth study (no more than 4,000 words in length) of a limited topic chosen by the student and supervised by a mentor.
- Complete a Creativity, Action, Service (CAS) Plan of at least 150 hours divided among the categories completed over two years

#### **Diploma Program Testing Requirements**

Diploma students must test in all courses except the Theory of Knowledge

To Earn the Diploma, students must receive either a total of 24 points with each HL score at least 3 or higher, and HL subject scores totaling 12 or more points. If a 2 is scored on an HL exam or less than 12 points total in HLs, then a total score of 28 is required. Students may also earn up to 3 extra points for their Extended Essay and TOK marks. Failure to complete the EE and TOK requirements will result in students' ineligibility to receive the IB Diploma.

#### **Option B: Individual Subject Certificates**

All students are invited to participate in IB classes. A certificate student participating in an IB class completes all internal and external assessments for that course (and is also required to sit for SSIS end-of-year exams). Students who choose to take exams and pass will receive certificates from IBO in a given subject, and may choose to apply for college credit or advanced standing as available.

### What are the elements of an IB class?

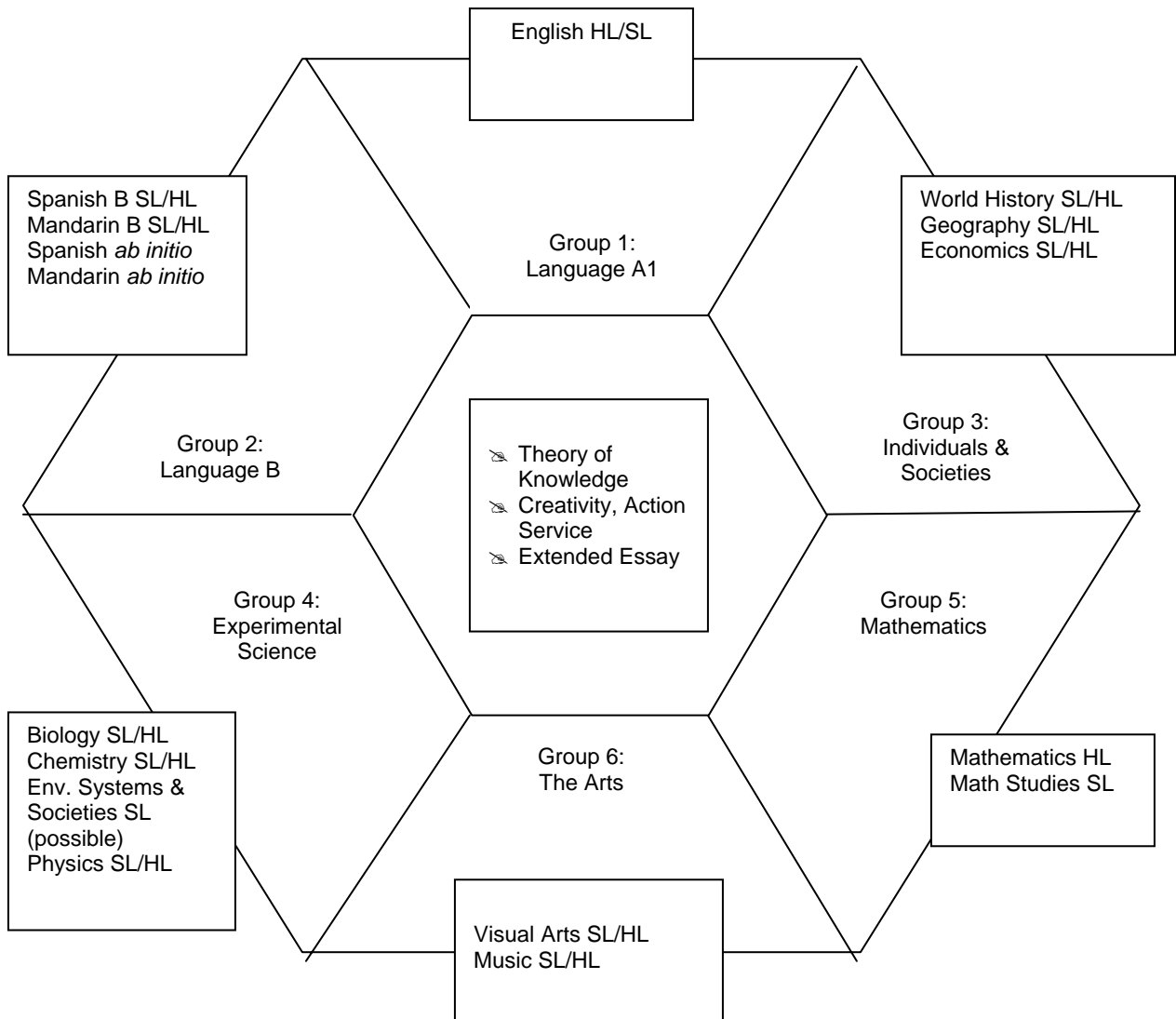
All IB classes stem from a curriculum designed and revised every five years by the International Baccalaureate Organization in Cardiff, Wales. Teachers are trained by IB in a particular area of expertise and then design a curriculum that meets the needs of SSIS students and the IBO Standards.

All IB classes have some form of internal assessment (IA); these are activities assessed by the classroom teacher using IB rubrics and assessment standards and then externally moderated (samples of student work are sent off to IB faculty around the world to be re-graded and to ensure equality in grading standards). All marks are criterion-referenced.

Finally, IB classes terminate in exams (referred to as papers) during the month of May that are written by the student and assessed externally. Students' marks from these exams become available in July. IB Diploma students are required to take exams in their six subject areas. Certificate candidates sit for exams in their chosen IB course areas.

## Saigon South International School IB Diploma Program Courses

Students wishing to take the full diploma must ensure that they take six subjects, one from each of the groups 1-5, and either one from group 6, or an additional selection from groups 2, 3 or 4. At least three, and at most four, of those subjects taken must be at the Higher Level, with the remaining 3 or 2 (respectively) taken at the Standard Level.



## THE CENTER OF THE HEXAGON

### **WHAT IS THEORY OF KNOWLEDGE?**

The focus in the IB Theory of Knowledge course is to examine **what we know** in the various fields of knowledge **and how we know it**. The subjects that we study in our high school careers are, perhaps of necessity, departmentalized: History, Sciences, Mathematics, World Language, Language Arts, etc. It is rare that students can view these disciplines under any larger perspective. This is essentially the aim of the Theory of Knowledge course – to view the knowledge disciplines from the perspective of knowledge itself, noting the similarities and differences in the formations of knowledge, and noting the strengths and limitations in the various approaches to knowledge. Students will receive the guidance necessary to complete the requirements for TOK from the TOK teacher. Students are expected to complete any and all work on time, including both class assignments and the required IB assessments.

### **WHAT IS THE EXTENDED ESSAY?**

The extended essay provides diploma candidates with an opportunity to engage in independent research. Emphasis is placed on the process of engaging in personal research, on the communication of original ideas and information in a logical and coherent manner, and on the overall presentation of the essay in compliance with the guidelines. The essay must be a maximum of 4000 words and be written in a specified IB subject area. Candidates select a topic within this subject area and must then craft a narrowly focused research question. The paper presents an extended argument, supported by research that reaches a conclusion. Students will receive an Extended Essay handbook and are expected to abide by all deadlines set forth by the Extended Essay Coordinator and faculty mentor.

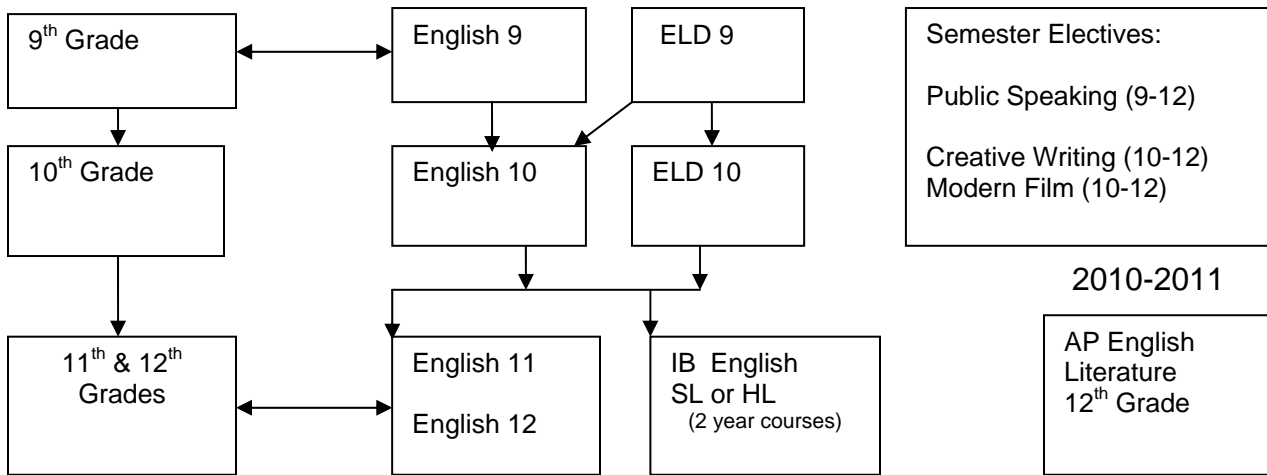
### **CAS: CREATIVITY, ACTION, SERVICE**

The CAS element of the IB Diploma Program is similar to the CAS requirement you've fulfilled in other years at Saigon South International School. IB Diploma places an emphasis on experiential learning that takes seriously the importance of life outside the classroom. Please note that CAS is a requirement for the Diploma and failure to meet the requirement will result in no diploma being awarded. A minimum of 150 hours during two years (i.e. 3 to 4 hours per week) should be distributed evenly among Creativity, Action, and Service. For more information, see the CAS section of the SSIS Student Parent Handbook.

## Saigon South International School – Four Year Plan for 2010-2011

Course Title Grade 9		Course Title Grade 10		Course Title Grade 11		Course Title Grade 12	
<b>English Credits</b>		<b>English Credits</b>		<b>English Credits</b>		<b>English Credits</b>	
English 9 ELD 9	Public Speaking	English 10 ELD 10	Creative Writ Modern Film Public Speak	English 11 IB English A1 (SL or HL)	Creative Writ Modern Film Public Speak	English 12 AP English Lit	Creative Writ Modern Film Public Speak
<b>Math Credits</b>		<b>Math Credits</b>		<b>Math Credits</b>		<b>Math Credits</b>	
Algebra I		Geometry Algebra II		Practical Math Algebra II Pre-Cal IBMath HL IB SLMS AP Statistics		Pre-Calculus AP Statistics AP Calculus Practical Math	
<b>Science Credits</b>		<b>Science Credits</b>		<b>Science Credits</b>		<b>Science Credits</b>	
Integrated Science 9		Integ Science 10		IB Bio SL/HL IB PhysSL/HL IBChemSL/HL IB Environ Systems	Biology Chemistry Physics Environ. Systems	AP Biology AP Chemistry Physics Chemistry Biology IB Environ. System	Biology Chemistry Phycis Environ Systems
<b>Social Science Credits</b>		<b>Social Science Credits</b>		<b>Social Science Credits</b>		<b>Social Science Credits</b>	
History 9 Geography 9		History 10- 12 Geo10-12		History SL/HL Geog SL/HL Econ SL/HL 20 <sup>th</sup> Cent Hist U.S. Themes Geog Themes		AP Econ AP Psych AP Comp Gov 20 <sup>th</sup> Cent. H. Geog Themes U.S. Themes	
<b>Fine Arts Credits</b>		<b>Fine Arts Credits</b>		<b>Fine Arts Credits</b>		<b>Fine Arts Credits</b>	
Art 1: Found.  Choral Mus 1 Inst Mus 1 Inst Mus 2 Inst Mus 3  Dance 1: Fd Dance 2: Int	Orchestr a	Art 1:Fd Art 2: Int Art  Choral Mus 2 Inst Mus 1,2,3  Dance 1,2	Orchestra  Yearbook: Design/Pub	-Art: 1,2,3 -IB V Art SL/HL  -Choral M 2,3  -Inst Mus 2,3 -IB MusSL/HL  -Dance 1,2,3	-Orchestra  -Digital -Ad Photo -Yearbook: DP	-Art 1, 2, 3 -AP Art 2D  -Choral M 2,3 -Inst Mus 2,3  -Dance 1,2,3	-Orchestra  -Digital P -Ad Photo -Yearbook Design and Pub
<b>Foreign Language Credits</b>		<b>Foreign Language Credits</b>		<b>Foreign Language Credits</b>		<b>Foreign Language Credits</b>	
Spanish 1 or 2 Mandarin 1 or 2		Spanish 1, 2, 3 Mandarin 1, 2, 3		Spanish 2, 3 or 4 Mandarin 2, 3 or 4 IB Span Ab Initio Span IB B SL Mandarin IB SL		Spanish 2, 3 or 4 Mandarin 2, 3 or 4 IB Span Ab Initio Span IB B SL Mandarin IB SL	
<b>Physical Ed/Health Credits</b>		<b>Physical Ed/Health Credits</b>		<b>Physical Ed/Health Credits</b>		<b>Physical Ed/Health Credits</b>	
PE 9		PE 10		PE 11 Athletic Leadership Personal Fitness Female Fitness		PE 12 Athletic Leadership Personal Fitness Female Fitness	
<b>Technology Credit</b>		<b>Technology Credit</b>		<b>Technology Credit</b>		<b>Technology Credit</b>	
Info Comp Tech 9 (sem)		Info Comp Tech 10 (sem) Comp Science(sem)		Media Tools (1 yr or sem) Comp Science (sem)		Media Tools (1yr or sem) Computer Science (sem)	

## English Department Course Offerings



### Overview

High School English at SSIS is a college preparatory program which includes language and literature study, vocabulary development, speaking, reading and research skills, and developmental writing instruction. Students read some of the world's greatest literature, learn rhetorical analysis, and sharpen their critical thinking skills, while engaging in a study of genres across various literary periods. Students learn to develop their own voice as writers, improve their command of grammatical and stylistic conventions and develop their oral presentation, viewing and listening skills. To graduate, each student must accumulate 4 course credits in English, one from each year of study.

### Course Offerings

#### English 9

Grade: 9  
 Length: 1 Year  
 Prerequisite: None

Credit: 1.00

English 9 introduces effective reading and writing strategies to freshman students in a literature-based context. Through reading various literary genres such as short stories, essays, poems, letters, and novels, students explore the great themes and ideas of writers while examining the different forms of literature. Students practice the writing process - prewriting, drafting, evaluating, revising, proofreading, and publishing - in both creative and expository written assignments. Emphasis will be placed on content, ideas, structure, organization, and grammar and usage conventions to assist students in expressing themselves in clear, rich, and engaging prose. Thoughtful participation in class discussions, group work, independent study and research are integral components of this class, and students will be expected to maintain a writing journal as a vehicle to express their thoughts and reflect on the class readings.

### **English Language Development 9**

Grade: 9  
Length: 1 year  
Prerequisite: None

Credit: 1.00

This English language course is designed to support the language development of non-native English speakers. Students will experience an integrated approach to the acquisition and development of English language skills. Through the close study of selected literary texts written in English and of works of world literature in translation, students will not only learn and practice the strategies of successful readers, but will also develop the traits of strong writers and effective speakers. An emphasis will be placed on mastering the structure and syntax of English as well as expanding vocabulary with the view of attaining greater fluency. A portfolio of student work will be maintained for the purposes of assessment and self-evaluation.

Students will be assigned to ELD class as a result of the admissions process or upon the advice of their previous year's English/ Language Arts teacher.

### **English 10**

Grade: 10  
Length: 1 year  
Prerequisite: English 9 or ELD 9

Credit: 1.00

Tenth grade English will have students read extensively from novels, short stories, drama, and poetry. Interpretation and structural awareness will be emphasized. Improvement of written skills will be stressed through various essays, compositions, journal entries, and grammatical exercises. Specific writing assignments may include literary criticism, essay development, creative writing, and research related papers. These writing assignments will be taught with the writing process in mind. This class is designed to help students become independent, effective thinkers, readers, and writers where they build on vocabulary, note taking, test taking, writing, and reading skills. It is also expected that students will learn to listen and assess other's viewpoints and contribute appropriately to group discussions. Students will build on their knowledge from English 9 to continue to learn to express themselves both orally and in writing with mature thought in an effort to enlarge their comprehension of written and spoken language.

### **English Language Development 10**

Grade: 10  
Length: 1 year  
Prerequisite: None

Credit: 1.00

This English language course is designed to support the language development of non-native English speakers. Students will experience an integrated approach to the acquisition and development of English language skills. Through the close study of selected literary texts written in English and of works of world literature in translation, students will not only learn and practice the strategies of successful readers, but will also develop the traits of strong writers and effective speakers. An emphasis will be placed on mastering the structure and syntax of English as well as expanding vocabulary with the view of attaining greater fluency. A portfolio of student work will be maintained for the purposes of assessment and self-evaluation.

Students will be assigned to ELD class as a result of the admissions process or upon the advice of their previous year's English/ Language Arts teacher.

## **English 11**

Grade: 11

Length: 1 year

Credit: 1.00

Prerequisite: English 10 or ELD 10

English 11 is an integrated English course based on Saigon South International School's English & Language Arts Curriculum Framework for Grade 11. Students will engage in the study of language, literature, composition, and oral communication with a focus on exploring universal themes and genres. This class will also examine the application of the rhetorical (effective) writing strategies, such as narration, description, exposition, and persuasion. Using the writing process, students will demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, as well as style. Students will use literary interpretation, analysis, comparisons and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 drawn from classic and contemporary World literature, including fiction, nonfiction, poetry, and drama. Students will produce written and oral responses to literature, of both a formal and a creative nature. Students will focus on the analysis of rhetorical techniques, cultural background investigations, persuasive expression, as well as the study of other forms of media/expression. Students *may* write fictional narratives, short stories and creative pieces. Students will write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

## **IB English A1 (Standard Level or Higher Level)**

Grades: 11 and 12

Length: 2 years

Credit: 1.00 per year

Prerequisite: English 10 or ELD 10

IB English A1 is a required course for IB Diploma candidates. The course aims to promote an appreciation of the subtleties of the language and to lead to an awareness of linguistic structures. It seeks to facilitate the clear expression of ideas, to aid clear presentation of argument, and to assist in the understanding of both oral and written discourse.

Students at Higher Level will study fourteen works over the course of two years. At Standard Level, students will study eleven works. The students will do a range of written and oral assignments during the two year program. Work will include formal essays analyzing extracts of works, entire works, or comparisons of two works together. There is also an emphasis on oral communication, including an Individual Oral Presentation and an Individual Oral Commentary. The course includes student work graded within the school and work that will be assessed by IB examiners.

## **English 12**

Grade: 12

Length: 1 year

Credit: 1.00

Prerequisite: English 11 or AP English Language

English 12 is intended to help prepare students for academic study in university. There is an emphasis on literary texts. Students will be able to do the following:

- Study and give accounts of complex and sophisticated texts and issues.
- Be perceptive and analytical in making sophisticated adult judgments.
- Be critical and reflective readers of literary texts.
- Express themselves precisely when writing for a variety of complex purposes.

- Communicate in confidently and effectively in the formal style required in certain situations.
- Demonstrate knowledge and control of language processes.

Students are required to examine and evaluate ideas and style in materials studied and in their own writing. In their own work, students will see a move to greater objectivity in their own style. This reflects the demands of academic writing. They will improve their ability to deal with abstract ideas and complex issues. Students will explore social, political, ethical, and cultural issues in the world at large. The literature under consideration will include a variety of genres and come from different times, cultures, and geographic regions.

### **Advanced Placement English Literature and Composition**

Grade: 12

Length: 1 year

Credit : 1.00

Prerequisite: English 11 or AP English Language

This class provides a rigorous first year college-level study that will consist of in-depth analysis, study, and evaluation of a wide range of representative literary works from the 16<sup>th</sup> to the 20<sup>th</sup> centuries. It is designed to deepen the student understanding of the ways writers use language to provide meaning and enjoyment for their readers. Students are expected to be knowledgeable in close reading and analytical study of literature. They will also be expected to discuss how the work reflects the social and historical values of the time. Students will consider the style, structure, and themes of many works with the expectation that they will write about these elements as well as employ these elements into their own writing. Writing assignments will focus on the critical analysis of literature in various writing modes.

### **Creative Writing**

Grade: 10-12

Length: 1 semester

Elective Credit: 0.50

Prerequisite: None

The focus of this course will be on the short story. Special emphasis will be given to understanding the demands and possibilities of the short story form, with focus on preparation, criticism, and revision. Class sessions will be used for the discussion of assigned readings, technique assignments, and work in progress. This is a class where you will be able to develop a short story you have been working on an idea you want to develop.

### **Modern Film—Film as Literature:**

Grade: 10-12

Length: 1 semester

Elective Credit: 0.50

Prerequisite: None

An historical and critical survey of films from the 1950's to the present. The emphasis will be on American cinema with some discussion of various national cinemas. Students will explore the language of cinema and gain an understanding of the techniques used by filmmakers to convey plot and theme and to create meaning. The focus will be on skills necessary for the critical analysis of films. Topics covered will include: study of the narration, cinematography, and editing. The course will examine works by filmmakers such as Hitchcock, Kazan, Godard, Nichols, Scorsese, Lynch, Lee, Coppola, Campion, Fincher, Tarantino, Leigh, Almodovar, Cronenberg, Forman, Zhang, Park Chanwook, and the Coen brothers, among others.

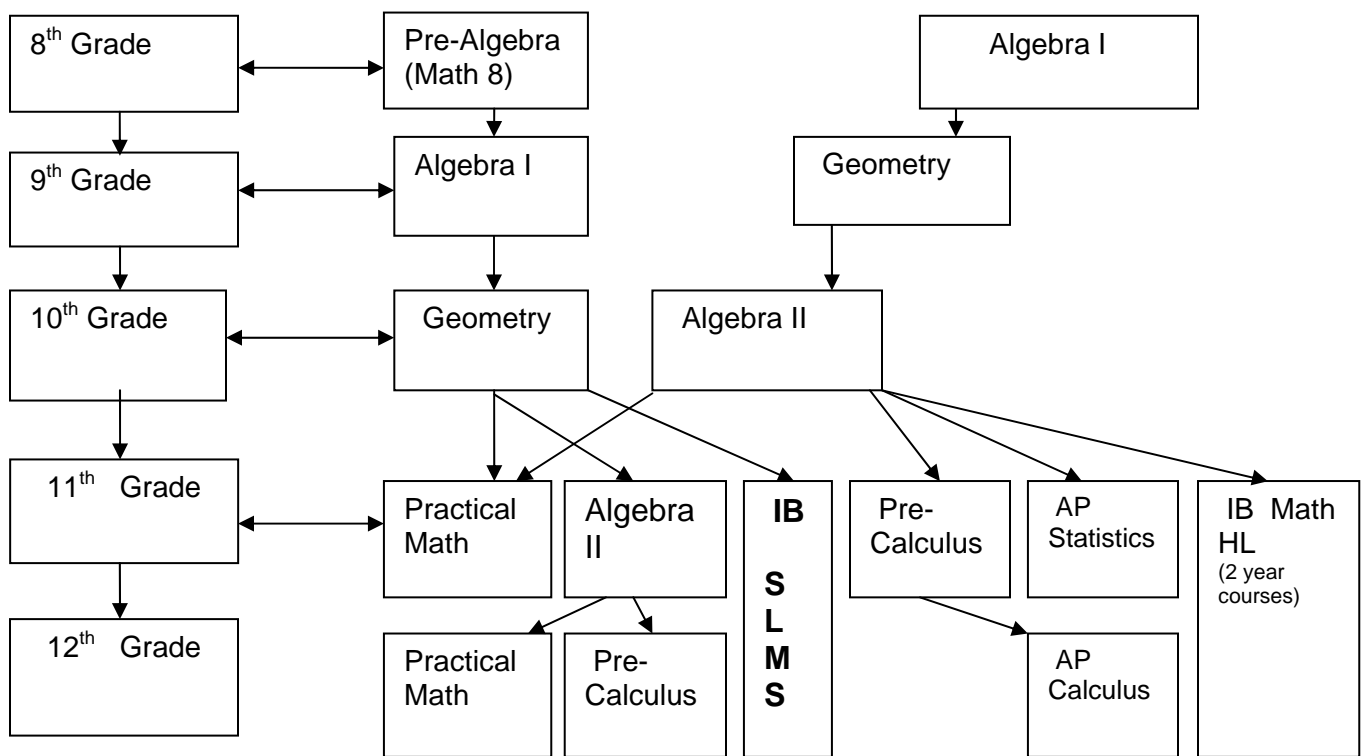
**Public Speaking**

Grade: 9-12  
 Length: 1 Semester  
 Prerequisite: None  
 Textbook: Speech craft

Elective Credit: 0.50

This course is designed to give students practice in developing their speech communication skills. These skills will include: organizational skills, techniques of delivery, listening skills, awareness of body language, using speech aids and developing an overall knowledge of what constitutes effective oratory. Students are exposed to theoretical and applied speech communication principles in this class while delivering a variety of speeches using different modes and purposes for speaking.

**Math Department Course Offerings**



**Overview:**

The high school mathematics program is intended to provide the required mathematical skills to college-bound students. The curriculum offers a variety of courses that develop a core of mathematical knowledge in Algebra, Geometry, Advanced Algebra as well as Pre-Calculus for all students who will enter university, as well as advanced university level courses for those who are ready for additional higher level mathematics.

**Algebra I**

Grade: 8-9

Length: 1 Year

Credit: 1.00

Prerequisite: Teacher Recommendation

Textbook: *HRW Algebra 1*

***Special Requirement: TI-84 Plus graphing calculator (Preferably Silver Edition)***

This course covers all standard topics of first year algebra. Topics include: reasoning, properties of algebraic expressions, linear equations and inequalities, absolute value equations and inequalities, systems of equations and inequalities, graphing of linear functions, polynomials, factoring, solving quadratic equations, graphing quadratic functions, exponents, roots, equations with roots, rational expressions and rational equations. Word problems are used to connect the algebra to disciplines for which it is preparation.

**Geometry**

Grade: 9-10

Length: 1 Year

Credit: 1.00

Prerequisite: Algebra I with C or above.

Textbook: *HRW Geometry*

***Special Requirement: TI-84 Plus graphing calculator (Preferably Silver Edition)***

Focusing on two and three-dimensional exploration, this course explores all aspects of geometry. Emphasis will be placed on methods of derivation and proof of important geometric facts. Hands-on activities help students to understand the concepts. Topics will include triangles, congruency, quadrilaterals, polygons, similarity, circles as well as area and volume of two and three dimensional shapes along with transformations and constructions. Previously acquired algebraic reasoning will be incorporated into the program and will be used to further enhance students' mathematical reasoning.

**Practical Mathematics**

Grade: 11-12

Length: 1 Year

Credit: 1.00

Prerequisite: Algebra I & Geometry

Textbook:

***Special Requirement: TI-84 Plus graphing calculator (Preferably Silver Edition)***

This course is a final look at high school mathematics for students who do not wish to take Algebra II. The goal for the course is to help students connect their lives to the world of mathematics. Students strengthen their numeric, algebraic and geometric knowledge through practical applications while gaining an appreciation for the value of mathematics.

## **Algebra II**

Grade: 10-12

Length: 1 Year

Credit: 1.00

Prerequisite: Algebra I & Geometry with C or above.

Textbook: HRW Algebra II

**Special Requirement: TI-84 Plus graphing calculator (Preferably Silver Edition)**

This course covers all standard topics of advanced algebra. Concepts from Algebra 1 are expanded and quadratic equations lead to the complex number field. Functions and graphs are used throughout. Polynomial, rational, radical, exponential, and logarithmic functions are studied. Further topics include polynomial inequalities, systems of linear equations and inequalities, combinatorics, and probability. This course emphasizes problem solving as well as oral and written communication and reasoning skills. Extensive use is made of Texas Instruments TI-83 graphing calculators.

## **Pre-Calculus**

Grade: 11-12

Length: 1 Year

Credit: 1.00

Prerequisite: Algebra II with C or above.

Textbook: Larson Hostetler – Pre-Calculus with Graphing Approach

**Special Requirement: TI-84 Plus graphing calculator (Preferably Silver Edition)**

This course is a continuation of Algebra 2. Topics include: logistics functions, rational functions, circular trigonometry, trigonometric functions, vectors, parametric equations, conic sections, binomial theorem, sequences and series, data analysis, and introduction to calculus. Emphasis is on a graphical approach with technology playing an extensive role.

## **IB Subsidiary Level Mathematical Studies Year 1**

Grade: 10-11

Length: 1 Year

Credit: 1.00

Prerequisite: Algebra I & Geometry with C or above.

Textbook: HRW Algebra II

**Special Requirement: TI-84 Plus graphing calculator (Preferably Silver Edition)**

The first year of the IB Subsidiary Level Mathematical Studies expands concepts from Algebra 1 and quadratic equations lead to the complex number field. Functions and graphs are used throughout. Polynomial, rational, radical, exponential, and logarithmic functions are studied. Further topics include polynomial inequalities, systems of linear equations and inequalities, combinatorics, and probability. This course emphasizes problem solving as well as oral and written communication and reasoning skills. Students will select a topic and begin their written project (2,000 words in length.) Extensive use is made of Texas Instruments TI-83 graphing calculators.

### **IB Subsidiary Level Mathematical Studies Year 2**

Grade: 11-12

Length: 1 Year

Credit: 1.00

Prerequisite: Must be a continuing student from IB Subsidiary Level Mathematical Studies

Textbook: currently being selected

**Special Requirement: TI-84 Plus graphing calculator (Preferably Silver Edition)**

This course is the second year of the IB Subsidiary Level Mathematical Studies program. Topics include: sets, logic, functions, data analysis, geometry, trigonometry, and business techniques. A written project (2,000 words in length) is a major part of the course. Students are required to take the IB exam at the completion of the course.

### **IB Higher Level Mathematics Year 1**

Grade: 11

Length: 1 Year

Credit: 1.00

Prerequisite: Algebra II with C or above.

Textbook: Larson Hostetler – Pre-Calculus with Graphing Approach

**Special Requirement: TI-84 Plus graphing calculator (Preferably Silver Edition)**

The first year of IB Higher Level Mathematics expands concepts from Algebra 2. Topics include: logistics functions, rational functions, circular trigonometry, trigonometric functions, vectors, parametric equations, conic sections, binomial theorem, sequences and series, data analysis, and introduction to calculus. Students begin to build their portfolio. Emphasis is on a graphical approach with technology playing an extensive role.

### **IB Higher Level Mathematics Year 2**

Grade: 12

Length: 1 Year

Credit: 1.00

Prerequisite: Must be a continuing student from IB Higher Level Year 1

Textbook: currently being selected

**Special Requirement: TI-84 Plus graphing calculator (Preferably Silver Edition)**

This course is the second year of the IB Higher Level Math program. It is a rigorous course intended for students with good mathematical ability. Topics include: number theory, algebra, vectors, matrices, trigonometry, probability and statistics as well as calculus (integration techniques, applications of integration, sequences and series, differential equations, and slope fields.) Portfolio work is a major component of this course. Students are required to take the IB exam at the completion of the course.

### **AP Calculus**

Grade: 11/12

Length: 1 Year

Credit: 1.00

Prerequisite: Pre Calculus and teacher recommendation

Textbook: AP Calculus by Finney, Demana, Waits, Kennedy

**Special Requirement: TI-84 Plus graphing calculator (Preferably Silver Edition)**

This **university level** Calculus AB course is primarily concerned with developing the students' understanding of the concepts of calculus and providing experiences with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and

problems being expressed graphically, numerically, analytically and verbally. The course generally covers themes of derivatives, integrals, limits, approximation, and applications and modeling. Technology is used regularly to reinforce the relationships among the multiple representations of functions. Students are required to take the AP exam at the completion of the course.

### **AP Statistics**

Grade: 11/12

Length: 1 Year

Credit: 1.00

Prerequisite: Algebra 2 and teacher recommendation

Textbook: *The Practice of Statistics*, 2<sup>nd</sup> Edition, Freeman

**Special Requirement: TI-84 Plus graphing calculator (Preferably Silver Edition)**

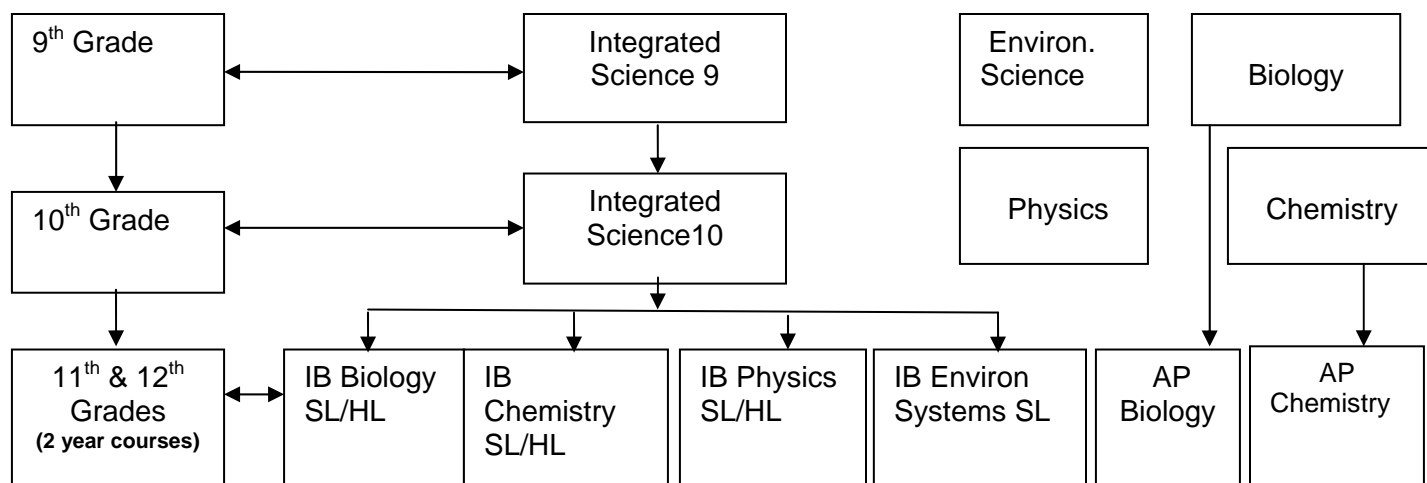
In this course, students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns,
- Sampling and Experimentation: Planning and conducting a study,
- Anticipating Patterns: Exploring random phenomena using probability and simulation,
- Statistical Inference: Estimating population parameters and testing hypotheses.

Students are required to take the AP exam at the completion of the course

## Science Department Course Offerings

### 2010-2011 option for 12<sup>th</sup> grade



**Overview:** The science curriculum is designed to expose students to the major scientific disciplines through a wide range of courses and topics. The major goal is to help students understand and adapt to a world that is changing, or still being discovered, and to understand that critical review of the data related to these changes is a necessary part of science. We believe that the application and acquisition of knowledge through laboratory or field experiences is the basic activity of science. Therefore, students will continuously be challenged to explore scientific ideas and utilize skills through a well-designed series of laboratory activities in each course. Students will be expected to record data, draw conclusions, and make inferences and communicate their experimental findings. Through lectures, activities, discussions and labs our students will be challenged to develop individual thinking and the ability to discern the difference between good and bad science.

### **Integrated Science 9**

Grade: 9

Length: 1 Year

Credit: 1.00

Prerequisite: None

Textbooks: *Prentice Hall – Physical Science*

*Holt, Rinehart and Winston – Biology: Principles & Explorations*

Science 9 is an integrated science course that provides a basic understanding of the four major strands of science; physics, chemistry, biology and environmental science. The course offers students an opportunity to explore each strand of science, while many activities enable linkages between strands. Emphasis throughout the course is on developing skills and strategies used in upper level science courses through an examination of topics that are relevant to everyday life. Major topics of study include; motion, heat, atomic interaction, cells and environmental systems. This course emphasizes historical contributions in the development of scientific thought. It stresses the interpretations of maps, graphs, charts and tables, while utilizing technology to collect, analyze and report data. Problem solving and decision-making are integral parts of the course. The prerequisite for entry to Science 9 is successful completion of year 8 science.

## **Integrated Science 10**

Grade: 10

Length: 1 Year

Credit: 1.00

Prerequisite: Integrated Science 9

Textbook: *Prentice Hall – Physical Science*

*Holt, Rinehart and Winston – Biology: Principles & Explorations*

Science 10 is an integrated science course that provides students with the opportunity to extend their understandings of physics, chemistry, biology and environmental science. Emphasis throughout the course is on developing and mastering the strategies necessary in upper level science courses through an examination of topics that are relevant to everyday life. Major topics of study include; cellular energy systems and heredity; chemical reactions and equations; electricity, light and the properties of waves; and human impact on environmental systems. The course stresses the scientific process including the collection, analysis and reporting of findings in writing, graphs, charts and tables. Problem solving and decision-making are integral parts of the course. The use of technology in experimentation is encouraged through computers, data loggers and specialized equipment. The prerequisite for entry to Science 10 is the successful completion of Science 9.

## **Biology**

Grade: 11-12

Length: 1 Year

Credit: 1.00

Prerequisite: None

Textbook: *Holt Rinehart and Winston, Biology*

The biology course is designed to provide students with a detailed understanding of living systems. Emphasis is placed on the skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information, and acquire and use scientific literature. The history of biological thought and the evidence that supports it are explored and provide the foundation for investigating biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the change of organism through time. The major areas covered during the course include cell biology, genetics, evolution, ecology, and taxonomy. The importance of scientific research that validates or challenges ideas is emphasized.

## **Chemistry**

Grade: 11-12

Length: 1 year

Credit: 1.00

Prerequisite: None

Textbook: *Holt, Rinehart and Winston; Chemistry*

In this course, students will study a broad range of chemistry concepts. The course highlights the importance of problem solving and logic in understanding chemistry rather than simply memorizing facts. It involves the appropriate and effective use of technology to learn, understand and apply chemical concepts. The topics covered include chemical foundations, atomic theory, the periodic table, stoichiometry, chemical reactions, atomic structure and periodicity, bonding, states of matter, solutions, and acids, bases and salts. The course also involves an extensive technology-based laboratory program with an analytical approach to lab work.

## **Physics**

Grade: 11-12

Length: 1 year

Credit: 1.00

Prerequisite: None

Textbook: *Holt, Rinehart and Winston Physics*

This physics course emphasizes an understanding of experimentation, the analysis of data and the use of reasoning and logic to evaluate evidence and formulate hypotheses. The use of mathematics in problem solving is important, but a conceptual understanding of physical systems remains the primary concern. Students build upon basic physical science principles by exploring in depth the nature and characteristics of energy and its dynamic interaction with matter. Key areas covered include force and motion, kinetic molecular theory, energy transformations, wave phenomena and the electromagnetic spectrum, light, electric and magnetic fields, and non-Newtonian physics. The course stresses the practical application of physics in other areas of science and technology and how physics affects our world. This course also involves an extensive use of a technology based laboratory program with an analytical approach to lab work.

## **Environmental Science**

Grade: 11 – 12

Length: 1 year

Credit: 1.00

Prerequisite: None

Textbook: *Environmental Science*

The Environmental Science course comprises an overview of earth environments (physical, geological, hydrologic, atmospheric and biological) and the interactions between these environments. Also examined will be the modifications (use and misuse) of the physical environment and current environmental issues.

Students will study the ecological, political and economic factors which influence natural resource and land-use decision making. They will appraise alternative strategies to cope with conservation issues with regard to water, energy, forest, wildlife and soils. Regional planning in the 21<sup>st</sup> century will also be a focus.

## **AP Biology**

Grade: 11-12

Length: 1 Year

Credit: 1.00

Prerequisite: Integrated Science 10

Textbook: *Campbell, N.A. et al. Biology, 8th Edition. San Francisco: Pearson Benjamin Cummings, 2008.*

This **university level** course is designed to be taken by students after the successful completion of a course in high school biology. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The two main goals of AP Biology are to help students develop a conceptual framework for

modern biology and to help students gain an appreciation of science as a process. Primary emphasis in an AP Biology course is on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology and application of biological knowledge and critical thinking to environmental and social concerns. The three general areas covered include: Molecules and Cells, Heredity and Evolution, and Organisms and Populations. Upon completion of this course students may take the AP Biology Examination. The prerequisites for entry to AP Biology are a high level of achievement in Biology as well as a teacher recommendation from that course.

### **IB Biology SL/HL**

Grade: 11-12

Length: 2 Years

Credit: 1.00 per year

Prerequisite: Integrated Science 10

Textbook: *Campbell, N.A. et al. Biology, 8th Edition. San Francisco: Pearson Benjamin Cummings, 2008.*

IB Biology is a two-year **college-level** course of study which emphasizes basic biochemistry, cell structure and function, genetic patterns of inheritance, plant form and function, evolution, ecology, animal physiology and the nature of science as it pertains to individuals living within the increasingly connected world. It is composed of two levels: Standard Level (SL) and Higher Level (HL) material. The main difference between the SL and HL course is the amount of material covered and the degree to which some topics are explored (i.e., more in depth discussion is reserved for some topics at the higher level). The aim is to develop open minded biology students who can apply knowledge from the course to become caring and compassionate individuals who respect the global environment. An interdisciplinary group project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal. The requirement of structured labs, research papers and experimental design projects emphasizes laboratory work. Instruction is student-centered with cooperative and individual learning, thus offering the student a college-level biology experience. The IB biology candidate will sit for the International Baccalaureate Biology exams in the spring of their senior year. The prerequisites for entry to IB Biology are a high level of achievement in Science 10 and a teacher recommendation from that course.

### **AP Chemistry**

Grade: 11-12

Length: 1 year

Credit: 1.00

Prerequisite: Integrated Science 10

Textbook: *Chemistry* by Zumdahl and Zumdahl

This **university level** course is designed to be taken by students after the successful completion of courses in high school chemistry and algebra. It is the equivalent of the general chemistry course usually taken during the first year of college. Students in this course will attain a depth of understanding of fundamentals and a competence in dealing with chemical problems. The course contributes to the development of the students' abilities to think clearly and to express their ideas orally and in writing, with clarity and logic. This course qualitatively differs from the usual secondary school course in

chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, as well as the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. Upon completion of this course students take the AP Chemistry Examination. The prerequisites for entry to AP Chemistry are a high level of achievement in Chemistry as well as a teacher recommendation from that course.

### **IB Chemistry SL/HL**

Grade: 11-12

Length: 2 years

Credit: 1.00 per year

Prerequisite: Integrated Science 10

Textbook: *Neuss, G.: Chemistry, Course companion, Oxford (IB), 2007*

IB Chemistry is a two year **college-level** course beginning in the junior year and continuing through the senior year. It is composed of two levels: Standard Level (SL) and Higher Level (HL) material. The main difference between the SL and HL course is the amount of material covered and the degree to which some topics are explored (i.e., more in depth discussion is reserved for some topics at the higher level). It is designed to expand on the knowledge and experimental skills obtained in the integrated science 9 and 10 programs. Furthermore, it serves to prepare the student for further study of pure and applied sciences in higher education. The course will also help the student to develop the ability to analyze scientific literature critically and to develop manipulative and experimental skills necessary to perform college level scientific investigations. The experimental nature of chemistry is emphasized in practical work, as it specifically relates to the IB learner profile attributes, inquirers, thinkers and communicators. An interdisciplinary group project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal. The IB Chemistry candidate will sit for the International Baccalaureate Chemistry exams in the spring of their senior year. The prerequisites for entry to IB Chemistry are a high level of achievement in Science 10 as well as a teacher recommendation from that course.

### **IB Physics SL/HL**

Grade: 11-12

Length: 2 years

Credit: 1.00 per year

Prerequisite: Integrated Science 10

Textbook: *Physics: Principles with Applications, Douglas C. Giancoli, Prentice Hall.*

The IB Physics course is a two year **college-level** course which aims to foster in students an ongoing interest in physics as well as to prepare them for further studies in this area. It is composed of two levels: Standard Level (SL) and Higher Level (HL) material. The main difference between the SL and HL course is the amount of material covered and the degree to which some topics are explored (i.e., more in depth discussion is reserved for some topics at the higher level). The experimental nature of physics is emphasized with practical work and students use the "scientific method" in many practical investigations. This provides the students with opportunities to apply their understandings of the knowledge, methods and techniques essential to success in physics. Students are required to demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving. They also need to demonstrate the manipulative skills

necessary to carry out scientific investigations with precision and safety. An interdisciplinary group project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal. The course seeks to raise awareness of the moral, ethical, social, economic and environmental implications of the use of physics and its associated technologies and their evolving roles in the modern world. The IB Physics candidate will sit for the International Baccalaureate Physics exams in the spring of their senior year. The prerequisites for entry to IB Physics are a high level of achievement in Science 10 as well as a teacher recommendation from that course.

### **IB Environmental Systems**

Grade: 11-12

Length: 2 years

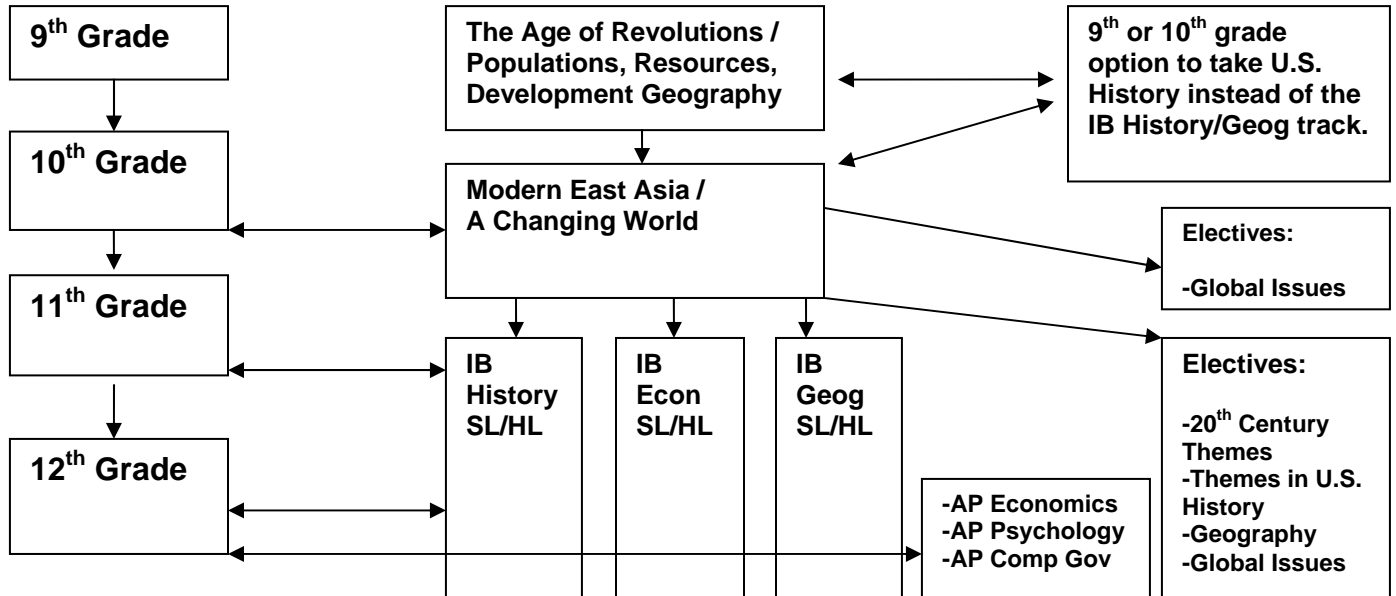
Credit: 1.00 per year

Prerequisite: Integrated Science 10

Textbook: *Raven & Berg, Environment. It will be supplemented*

IB Environmental Systems is a two year **college-level** course that provides students with a coherent perspective on the environment. The emphasis is on the scientific details of our global environment with field work and class lab time for hands-on experiences. However, owing to the interdisciplinary nature of the course, students will draw on concepts from the natural sciences and apply this scientific understanding to political and social issues. Students will be expected to use what they know to establish positions on public policy, to consider diverse environmental perspectives, and to appreciate the international nature of resolving major environmental issues. The course is designed with a "systems" focus, based around an understanding of the structure and function of ecosystems and learning the tools and processes used for analyzing ecosystems. A range of topics is covered including, but not limited to a study of communities and populations of organisms, biomes and climate, human population growth, conservation, biodiversity, pollution management, global warming, and impacts of resource exploitation. A further emphasis on human attitudes to the environment and on the interrelationships between the environment and human societies will be explored to provide for an understanding of the social, economic, and ethical implications of our actions and choices. The IB Environmental Systems candidate will sit for the International Baccalaureate Environmental Systems exams in the spring of their senior year. The prerequisites for entry to IB Environmental Systems are a high level of achievement in Science 10 as well as a teacher recommendation from that course.

## Social Science Department Course Offerings



### **Philosophy Overview:**

The high school social science program at SSIS fully embraces an ideal that provides a comprehensive rigorous education emphasizing analytical thinking, reading and writing skills with an international perspective. The program starting in ninth grade builds to an advanced level college preparatory program open to highly motivated 11th and 12th grade students who seek academic rigor. Offering advanced level IB course work to our 11th students for the first time (2010-2011) a student can earn a full IB diploma by completing courses in 6 areas – English, foreign language, social studies, science, math, and elective. The IB courses the social science program will be offering starting this year (2010-2011) are IB SL/HL History, IB SL/HL Geography and IB SL/HL Economics. The SSIS social science program is also unique in that we offer an array of AP course work to our 12th graders. These AP courses are AP Economics, AP Psychology and AP Comparative Government. Our Philosophy mirrors the IB learner profile and SSIS's core values (ESLRS) and encourages students to develop a set of ideals that can inspire a sense of wonder and "international-mindedness" that translates into a set of learned values and knowledge for the 21st century.

### **Population, Resources and Development Geography**

Grade: 9  
 Length: 1 semester  
 Prerequisite: None

Credit: 0.50

This course will look at the relationship between development issues, resource management, and population dynamics. We will begin by defining and measuring development, study reasons for world poverty and discuss ways to develop, including aid, trade and debt relief. Because our consumption patterns are one of the causes of this unequal world our second area of focus is an in-depth study of non-renewable and renewable resources. Some people believe that a root cause of poverty is overpopulation. In order to debate this third topic, we will study how and why populations grow, discuss the implications of the growth patterns, and analyze how governments can manage their population

issues. While covering key content, students will develop geographical skills such as interpreting, analyzing tables and graphs, undertaking statistical calculations, researching, processing and interpreting data and information, locating elements on the earth's surface, and producing written materials including essays and reports. Students will keep a news folio on current events and case studies related to topics we cover in class.

### **The Age of Revolutions: 1789-1914**

Grade: 9  
Length: 1 semester  
Prerequisite: None

Credit: 0.50

This course traces the revolutionary developments in Europe from the Enlightenment to the First World War. The French Revolution and the Industrial Revolution led to the rapid rise of the West during this period. The key focus of this course will be on explaining how the new revolutionary ideas of liberalism, nationalism and socialism transformed the political, economic and social structures around the globe. Topics will include the causes, course and consequences of the French Revolution, the rise of liberal and national movements in Europe, the impact of the Industrial Revolution on state power and class tensions, the rise of socialism and concluding with the Great Powers of Europe on the eve of the First World War. There will be extensive use of documents and students will be required to write numerous argumentative essays throughout the course.

### **A Changing World – Geography**

Grade: 10  
Length: 1 semester  
Prerequisite: None

Credit: 0.50

Change is happening all around us and occurs at a faster pace every day. This phenomenon is called globalization. Media, technology, travel, and Internet are all forces which are making our world feel like a 'smaller' place. We will try to define what this means and look particularly at how cultures and economies are changing. A second cause of change we will look at is how natural hazards impact communities. While covering key content, students will develop geographical skills such as interpreting, analyzing tables and graphs, undertaking statistical calculations, researching, processing and interpreting data and information, locating elements on the earth's surface, and producing written materials including essays and reports. Students will keep a news folio on current events and case studies related to topics we cover in class.

### **Modern East Asia: 1850-1997**

Grade: 10  
Length: 1 semester  
Prerequisite: None

Credit: 0.50

This course traces the very different paths to modernization taken by China and Japan as a response to western imperialism from the middle of the nineteenth century to the death of Mao in 1976. When modernization began in Japan in 1868, the nation was a militarily weak country, was primarily agricultural, and had little technological development. It was controlled by hundreds of semi-independent feudal lords. When the Meiji period ended, with the death of the emperor in 1912, Japan had joined the ranks of the Great Powers with a rapidly growing industrial base as well as a powerful

army and navy. On the other hand, China's political and economic development followed a far more tortuous and tragic path. Students will examine the numerous attempts at modernization and the resulting consequences. The course will conclude by examining the dramatic economic and social transformations led by Deng and his successors. There will be extensive use of documents and students will be required to write numerous argumentative essays throughout the course.

### **United States History (1865-present)**

Grade: 9/10

Length: One year

Credit: 1.00

Prerequisite: Being offered to U.S. citizens and others having an interest.

Students will continue to use skills of historical and geographical analysis they began to use in eight grade as they examine American history since 1865. The standards for this course relate to the history of the United States from the beginning of the Reconstruction era to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after civil war will be examined chronologically as students develop an understanding of how the American experience shaped the world political and economic landscape

### **IB Economics HL**

Grade: 11/12

Length: 2 years

Credit: 1.00 per year

Prerequisite: Recommendation of instructor, 10th grade English instructor and Math instructor.

This course covers basic economic foundations such as scarcity, opportunity costs, and allocation of resources. It then moves on to microeconomic principles including efficiency, demand and supply, business decisions, government decisions, and resource markets. The IB program covers basic macroeconomic arguments and focuses the second year on international economics and the economics of development. Keeping up on current events is covered by requiring a portfolio of eight commentaries over the 2-year course. We also study real world examples in each area covered by analyzing statistical data. Students are required to take the IB HL exam, worth 80% of course grade.

### **IB Economics SL**

Grade: 11/12

Length: 2 years

Credit: 1.00 per year

Prerequisite: Recommendation of instructor.

This course covers basic economic foundations such as scarcity, opportunity costs, and allocation of resources. It then moves on to microeconomic principles including efficiency, demand and supply, business decisions, government decisions, and resource markets. The IB program covers basic macroeconomic arguments and focuses the second year on international economics and the economics of development. Keeping up on current events is covered by requiring a portfolio of eight commentaries over the 2-year course. We also study real world examples in each area covered by analyzing statistical data. Students are required to take the IB HL exam, worth 80% of course grade.

### **IB Geography HL**

Grade: 11/12

Length: 2 years

Credit: 1.00 per year

Prerequisite: Recommendation of instructor.

Being inspired by the United Nations Millennium Development Goals, the IBO designed a syllabus (the core section) that covers global issues, analyzing their causes and coming up with solutions. Key topics include population change, migration, disparities in wealth and development, and patterns in resource consumption and in environmental quality and sustainability. Besides the core content, higher level students will cover three optional units and an extra extension unit. Students may choose from a variety of options. Three possible units will be discussed here. The first optional unit is related to one of the fastest and largest growing industries in the world: the leisure industry, which includes tourism, sport and recreation. What is the impact of our behavior on the environment, culture and economy on a local, national and global scale? To what extent are ecotourism and sustainable tourism viable alternatives to mass tourism? A second optional unit focuses on the geography of food and health. Is there enough food in the world to feed everyone? How can diseases like AIDS and Malaria be contained? A third optional unit studies urban environments, looking at cities as places of interaction and conflict causing urban stress. How can we develop more sustainable cities? The Higher level extension unit focuses on global interactions, flows and exchanges arising from the differences that exist between places. What are the economic, environmental, socio cultural and political consequences of global interactions? Throughout the course, we will consider a wide variety of case studies from a local, national, regional and international scale. While covering key content, students will develop geographical skills such as interpreting, analyzing tables and graphs, undertaking statistical calculations, researching, processing and interpreting data and information, locating elements on the earth's surface, and producing written materials including essays and reports. IB Geography teaches you about the world and aims to inspire a personal commitment towards resolving many of these issues.

### **IB Geography SL**

Grade: 11/12

Length: 2 years

Credit: 1.00 per year

Prerequisite: Recommendation of instructor.

Being inspired by the United Nations Millennium Development Goals, the IBO designed a syllabus (the core section) that covers global issues, analyzing their causes and coming up with solutions. Key topics include population change, migration, disparities in wealth and development, and patterns in resource consumption and in environmental quality and sustainability. Besides the core content, standard level students will cover two optional units. Students may choose from a variety of options. Two possible units will be discussed here. The first optional unit is related to one of the fastest and largest growing

industries in the world: the leisure industry, which includes tourism, sport and recreation. What is the impact of our behavior on the environment, culture and economy on a local, national and global scale? To what extent are ecotourism and sustainable tourism viable alternatives to mass tourism? A second optional unit focuses on the geography of food and health. Is there enough food in the world to feed everyone? How can diseases like AIDS and Malaria be contained? Throughout the course, we will consider a wide variety of case studies from a local, national, regional and international scale. While covering key content, students will develop geographical skills such as interpreting, analyzing tables and graphs, undertaking statistical calculations, researching, processing and interpreting data and information, locating elements on the earth's surface, and producing written materials including essays and reports. IB Geography teaches you about the world and aims to inspire a personal commitment towards resolving many of these issues.

### **IB History HL**

Grade: 11/12

Length: 2 years

Credit: 1.00 per year

Prerequisite: Recommendation of instructor and 10th grade English and History instructor.

This course, History Higher Level, covers the same material as mentioned in History SL with additional material on the history of China from the mid-nineteenth century to 2000. It will cover the topics of early modernization in China and Japan up to 1912, the Republic of China and the rise of communism, the consolidation of power by the CCP, the disastrous failures on the Great Leap Forward and the Cultural Revolution, the modernization of China under Deng Xiaoping, Chinese foreign policy under the CCP and the political and social developments in Hong Kong and Taiwan to 2000. Students are required to take the IB HL exam, worth 80% of the course grade.

### **IB History SL**

Grade: 11/12

Length: 2 years

Credit: 1.00 per year

Prerequisite: Recommendation of instructor, 10th grade English and History instructor.

This course, History Standard Level, promotes the understanding of the nature and diversity of history and its methods and interpretations. Students develop an international awareness and understanding and the ability to use and communicate historical knowledge. In the first year we will cover the topics of single-party states, focusing on the origins and development of the regimes of Stalin, Hitler and Mao. We will also cover the origins of the Cold War in Europe and Asia. The second year will complete the coverage of the Cold War and peacemaking and peacekeeping from 1918 to 1936. Students are required to take the IB SL exam worth 80% of the course grade.

### **AP Psychology**

Grade: 12

Length: 1 year

Credit: 1.00

Prerequisite: Recommendation of instructor and 11th grade English instructor.

This university level course in Psychology will introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within

psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The content areas covered include the history of psychology, research methods, biological bases of behavior, sensations and perception, states of consciousness, learning, cognition motivation and emotions, developmental psychology, personality, testing, abnormal psychology, treatments of disorders, and social psychology. Upon completion of this course students can take the AP Psychology Examination.

### **AP-Macro Economics**

Grade: 12

Length: 1 Semester

Credit: 0.50

Prerequisite: Recommendation of instructor, 11th grade English instructor and Math instructor.

This **university level** course in Macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and develops students' familiarity with economic performance measures, economic growth, and international economics. Upon completion of this course students can take the AP Macro Economics Examination.

### **AP-Micro Economics**

Grade: 12

Length: 1 Semester

Credit: 0.50

Prerequisite: Recommendation of instructor, 11th grade English instructor and Math instructor.

This **university level** course in Microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. Upon completion of this course students can take the AP Micro Economics Examination.

### **AP Comparative Governments**

Grade: 12

Length: 1 year

Credit: 1.00

Prerequisite: Consent of instructor and 11th grade English instructor

This rigorous **university level** course provides students with the conceptual tools necessary to develop an understanding of some of the world's diverse political structures and practices. Students will study methodology, power, institutional structure, civil society, political/economic change and public policy. Students will compare and contrast different democratic structures, totalitarian one-party systems, and variations of these governmental forms. There will be an emphasis on conceptual and thematic analysis in six countries: China, Great Britain, Iran, Mexico, Nigeria and Russia. Upon completion of this course students can take the AP Comparative Government and Politics Examination.

### **Themes in United States History**

Grade: 11/12

Length: 1 year

Credit: 1.00 Prerequisites: None

Prerequisite: None

This course is designed to provide students with a framework to apply their study of US history to contemporary issues. It will present a thematic approach to the development of the United States beginning with the Thirteen Colonies up to the modern era. The four broad themes covered will be 1) The making of a country: Revolution, Constitution and Civil War 2) Civil Rights and human rights 3) Capitalism and Labor and 4) Imperial America: Westward expansion to the present. Using primary documents, the class will study the ideas which led to the creation of the Constitution and the underlying principles of American democracy. There will be an extensive use of argumentative essays throughout the course.

### **Twentieth Century Themes**

Grade: 11/12

Length: 1 year

Credit: 1.00

Prerequisites: None

This course traces two key themes associated with the turbulent twentieth century. The first theme, Single Party States, will examine in depth the rise and fall of Nazism in Germany from the early 1920's to its defeat in 1945 as well as the struggle for power in China between the Nationalists and the Communists up to 1949 and the Communists in power up to the death of Mao Zedong in 1976. The second theme will be the Cold War from 1945 to the collapse of the Soviet Union in 1991. The scope of this topic will be truly global dealing with such themes as the origins of the Cold War in Europe and Asia, Soviet-American rivalry in the Middle East, Central America, the Caribbean and Africa, the nuclear arms race and domestic problems in the USA and USSR during this period. There will be extensive use of documents and numerous argumentative essays throughout the course.

### **Geography Themes**

Grade: 11/12

Length: 1 year

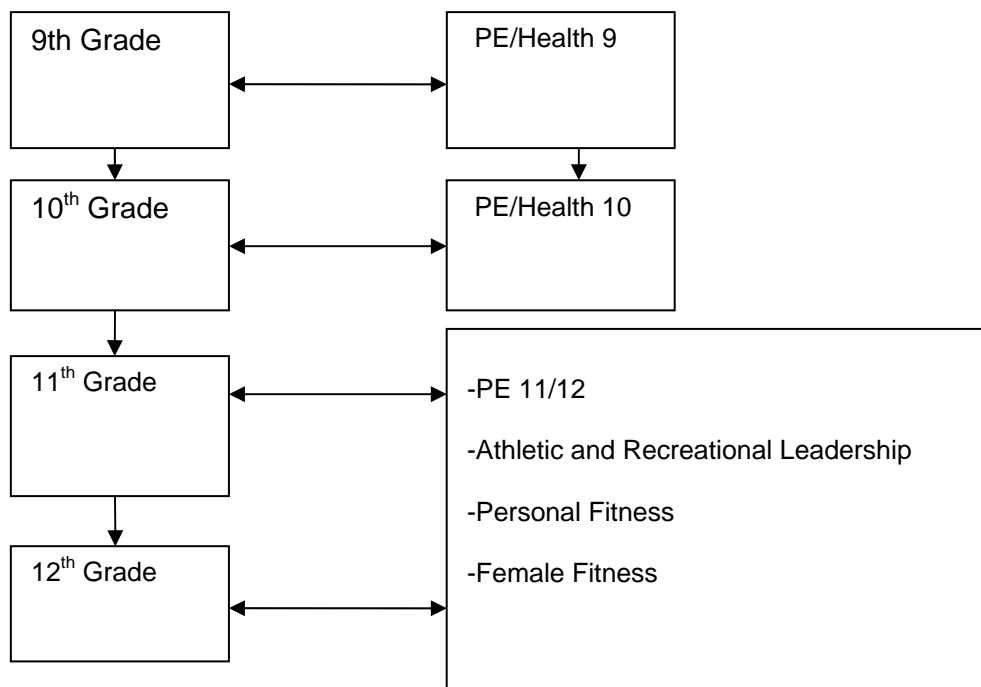
Credit: 1.00 per year

Prerequisite: None

Ask anyone "What are the problems our world is facing today?" They will say things like 'climate change', 'poverty', 'overpopulation', 'human rights' and 'environmental degradation'. Key topics covered in this course include population change, migration, disparities in wealth and development, and patterns in resource consumption and in environmental quality and sustainability. One topic, which will be covered in greater depth, is related to one of the fastest and largest growing industries in the world: the leisure industry, which includes tourism, sport and recreation. What is the impact of our behavior on the environment, culture and economy on a local, national and global scale? To what extent are ecotourism

and sustainable tourism viable alternatives to mass tourism? Throughout the course, we will consider a wide variety of case studies from a local, national, regional and international scale. While covering key content, students will develop geographical skills such as interpreting, analyzing tables and graphs, undertaking statistical calculations, researching, processing and interpreting data and information, locating elements on the earth's surface, and producing written materials including essays and reports.

**Physical Education and Health Department Course Offerings**



**Overview:**

The high school program in Physical Education offers students the opportunity to develop their skills and learn strategies to remain physically and mentally fit for life. Core classes in physical education for grades nine and ten also include components of Health and Swimming. Grades eleven and twelve students have the opportunity to choose from the following electives: Physical Education 11 & 12, American Red Cross Life Guard Training, Water Safety Instructor Aide, Athletic and Recreational Leadership, Personal Fitness or Female Fitness.

**Physical Education/Health Grade 9**

Grade: 9

Length: 1 year

Credit: 1.00

Prerequisite: None

Textbook: Prentice Hall Health

Physical Education provides the student an opportunity to experience a selected variety of team sports, individual sports, lifetime sports and fitness activities. The emphasis of these activities will focus on an active learning environment. Skill development using progressive drills; teamwork, strategies, basic

game rules, and scoring and match information will be included. Sports may include basketball, volleyball, badminton, handball, floor hockey, soccer, dance, or ultimate disc. Skills for fitness activities including cardiovascular endurance, muscular strength, muscular endurance and flexibility are all aspects of this program. Health and Swimming are included in Physical Education for Grade 9 students.

In Health Class, students will have the opportunity to study topics such as: mental health, social health, nutrition, physical fitness, substance abuse, human development, preventing disease, community health and safety, and healthy decision making. Health class will include some active health activities.

Swimmers will learn "drill progressions" in their swimming class. Each stroke will be taught through a set of stroke drills. Each easy to learn drill teaches a certain aspect of the stroke. When all the drills for each stroke are learned, the stroke becomes much easier to perform and master. Students will also learn to play water polo.

### **Physical Education/Health Grade 10**

Grade: 9

Length: 1 Year

Credit: 1.00

Prerequisite: PE 9

Textbook: Prentice Hall Health

Physical Education Grade 10 will continue to build and expand from the Grade 9 curriculum. The emphasis of these activities will also focus on an active learning environment. Skill development will propel to a higher level than 9<sup>th</sup> Grade using progressive drills; teamwork, strategies, basic game rules, and scoring and match information will be included. Sports may include basketball, volleyball, badminton, handball, floor hockey, soccer, dance, or ultimate disc. Skills for fitness activities including cardiovascular endurance, muscular strength, muscular endurance and flexibility are all aspects of this program. Health and Swimming are included in Physical Education for Grade 9 students.

In Health Class, students will have the opportunity to study topics such as: mental health, social health, nutrition, physical fitness, substance abuse, human development, preventing disease, community health and safety, and healthy decision making. Health class will include some active health activities.

Swimmers will learn "drill progressions" in their swimming class. Each stroke will be taught through a set of stroke drills. Each easy to learn drill teaches a certain aspect of the stroke. When all the drills for each stroke are learned, the stroke becomes much easier to perform and master. Students will also learn to play water polo.

### **Physical Education Grades 11 & 12**

Grades: 11 & 12

Length: 1 Semester

Credit: 0.50

Prerequisite: PE 9 & 10

Physical Education for Grades 11 & 12 students will focus on Team Sports and Lifetime Sports. For team sports, students will be introduced to a variety of team games which will incorporate individual skills, offensive and defensive strategies and drills to improve on these skills in each sport. Concepts of teamwork to achieve team goals will also be introduced. Team sports may include the following:

Basketball, Volleyball, Soccer, Ultimate Disc, Floor Hockey, Handball, Swimming, Track and Field, along with some skills for fitness activities. Fitness activities typically focus on muscular strength, cardiovascular and muscular endurance and flexibility. For lifetime sports and activities, a major objective of this type of program is to have each student, while understanding the need for a planned activity program, incorporate physical activity into his or her daily lifestyle. A range of lifetime sports and activities will be offered to students and may include: Tennis, Golf, Pilates, Badminton, Nautilus Weight Training, Walking, Table Tennis, Jogging, Swimming or Disc Golf.

### **Athletic and Recreational Leadership**

Grades: 11-12

Length: 1 semester

Credit: 0.50

Prerequisite: PE 9 & 10

This course focuses on the development of leadership skills. Students will acquire the knowledge and skills required to plan, organize, promote and implement athletic and recreational activities for the SSIS student body.

Students will:

- Analyze a variety of leadership styles
- Demonstrate teamwork skills that achieve positive results
- Demonstrate an ability to coordinate a detailed plan for a physical education or recreational event
- Demonstrate an ability to promote the benefits of lifelong participation in recreational and leisure activities
- Demonstrate an ability to help others develop and implement personal health related plans
- Demonstrate mentoring skills
- Demonstrate an ability to help others understand how physical activity, nutrition, and a positive self-image contribute to well-being
- Apply safety procedures for injury prevention.

### **Personal Fitness**

Grades: 11-12

Length: 1 semester

Credit: 0.50

Prerequisite: PE 9 & 10

The goal of this course is to enable students to become smart consumers who can make informed choices and effective decisions about fitness, health, and wellness. Students will learn how to prepare for safe, smart physical activity while learning about each type of physical fitness and which physical activities are best for developing them. By planning and implementing a personal fitness program, students will have the opportunity to improve their own current fitness, use self-management skills to maintain fitness levels, and learn about healthy lifestyle choices to improve their health and wellness. This course will be activity based.

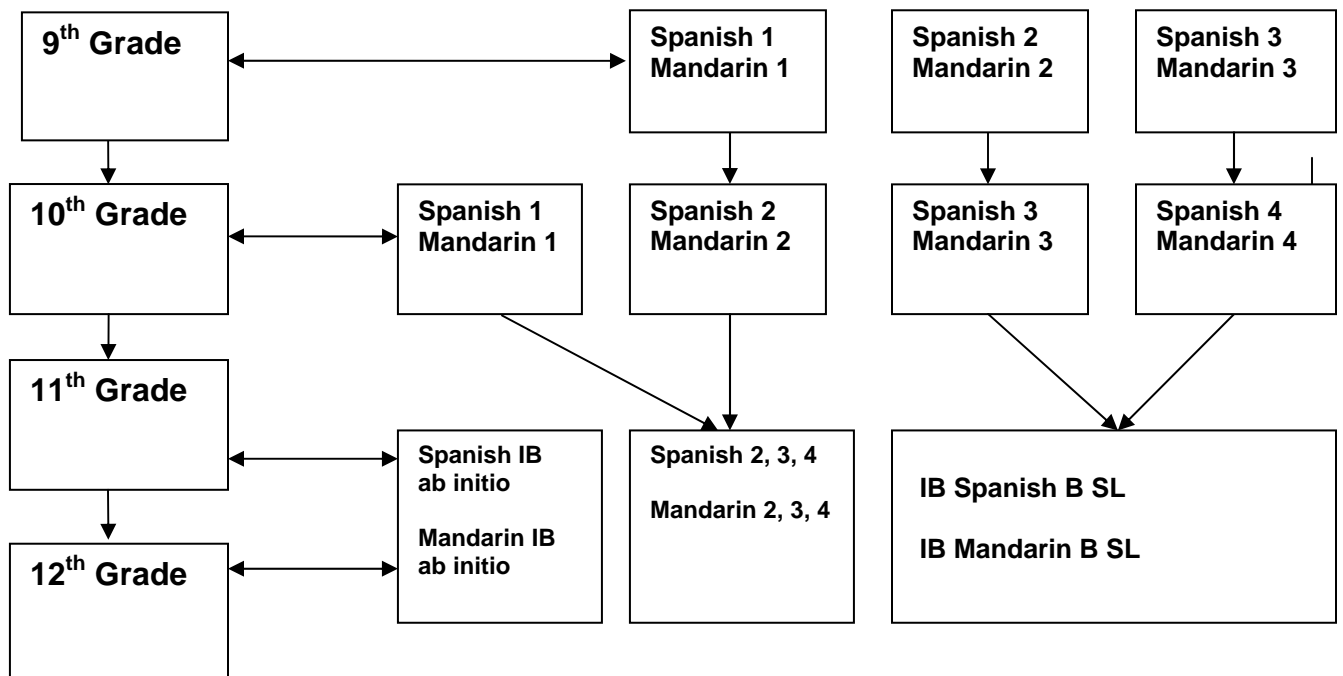
**Female Fitness**

Grades: 11-12  
 Length: 1 semester  
 Prerequisite: PE 9 & 10

Credit: 0.50

This course has been developed to offer female students a wide variety of personal programs and group experiences in the pursuit of a lifelong appreciation for exercise and a healthy lifestyle. After mandatory PE programs are finished, students will have the opportunity to be exposed to the latest fitness sports. The course will be comprised of active fitness classes catering to ALL fitness levels. Nutritional components for a healthy lifestyle will also be included.

**World Languages Department Course Offerings**



**Introduction:**

The goal of the World Language Department is to foster a lifelong appreciation and awareness of another language and culture and to prepare students to interact in a multi-cultural world. We recognize that SSIS students come from a variety of cultural and linguistic backgrounds, and that each student has different learning styles and needs. As such, we encourage our students to regularly enhance their learning, speaking, reading, and writing skills. Our objective is for our students to become critical thinkers and independent learners, and therefore we provide them with the linguistic tools and skills needed to manage unfamiliar material, both written and spoken.

**General Information Requirements:**

Satisfactory completion of at least two years of study in the same World Language are required for graduation from SSIS; however, students planning to attend college or university are recommended to take at least three years of a foreign language. World language teachers at SSIS offer programs in Mandarin and Spanish to help students appreciate other cultures and prepare them to communicate in

multicultural settings. These languages have been chosen because they are two of the most frequently spoken languages in the world.

Students with no previous experience in Mandarin or Spanish, who have completed only one year of study in these languages in middle school, enroll in level one in ninth grade. Students with two years of middle school Mandarin or Spanish enroll in an appropriate level in ninth grade determined by an oral and written placement evaluation. Students with three years of middle school Mandarin or Spanish enroll in level two in ninth grade. High school students transferring from other schools enroll in an appropriate level determined by an oral and written placement evaluation.

The following is the sequence for language courses at SSIS:

### **Spanish 1**

Grade: 9 – 10

Length: 1 Year

Credit: 1.0

Textbook: *Buen Viaje Level 1, from Glencoe/McGraw-Hill*

Prerequisite: None

Spanish I introduces students to the Spanish language and helps them develop a basic proficiency in listening, speaking, reading, and writing; it also prepares them for further study of the language. The course emphasizes personal and social communication in Spanish, learning common vocabulary and basic grammatical structures. Cultural information about Spanish - speaking lands and peoples is interwoven into this class. The course offers a framework for proficiency in the language and an appreciation of the cultures of the countries in which Spanish is spoken.

### **Spanish 2**

Grade: 9-12

Length: 1 Year

Credit: 1.0

Textbook: *Buen Viaje Level 2, from Glencoe/McGraw-Hill*

Prerequisite: Spanish I

Students in Spanish II continue to develop their skills in Spanish, mastering new vocabulary, learning more complex grammatical constructions and developing their listening and reading competencies. Students use the language for authentic communication and presentation. Students learn to read stories, essays and articles, and other forms of literature in Spanish to help them understand the structure and syntax of the language as well as the culture of Spanish-speaking communities.

### **Spanish 3**

Grade: 10-12

Length: 1 Year

Credit: 1.0

Textbook: *Buen Viaje Level 3, from Glencoe/McGraw-Hill*

Prerequisite: Spanish I and Spanish II

Students in Spanish III continue the study of Spanish, allowing them to use the language with a high level of proficiency. They also begin to read complex literature in Spanish. Focusing on a country or region of the Spanish-speaking world, students will have the opportunity to explore the culture, history, and current events of each location, and to participate in conversations that would take place in that location.

#### **Spanish 4**

Grade: 12  
Length: 1 Year  
Prerequisite: Spanish III

Credit: 1.0

Spanish IV offers an intensive coverage of Spanish literature with an extensive linguistic focus that will provide students a solid foundation in advanced Spanish grammar. Students analyze various selections of poems, novels, and other genres from Spanish and Latin American literature, including works by Ana Maria Matute, Miguel de Cervantes, Jorge Luis Borges, Gabriel Garcia Marquez, and Pablo Neruda. Additionally, they will create their own stories. Thoughtful discussion, written compositions, and oral presentations will be fundamental components of this class. Students maintain a portfolio of their own pieces of writing.

#### **Spanish IB AB Initio**

Grade: 11-12  
Length: 2 Years  
Prerequisite: None  
Texts: Buen Viaje

Credit: 1.0 per year

Students in Spanish ab initio will achieve communicative competence in a variety of everyday situations. The four primary language skills to be developed in an integrated way are: listening, speaking, reading and writing. The course provides students a foundation to demonstrate their ability to: (1) communicate basic information and ideas clearly and effectively in a limited range of situations; (2) understand and use accurately the essential spoken and written forms of the language in a limited range of situations; (3) understand and use a limited range of vocabulary in common usage; (4) use a register that is generally appropriate to the situation; and (5) show an awareness of some elements of the culture.

#### **Spanish IB B SL/HL**

Grade: 11-12  
Length: 2 Years  
Prerequisite: Spanish III  
Texts: A variety of Literary works

Credit: 1.00 per year

Students will reach a high degree of competence in the language as well as explore different aspects of the culture of the Spanish - speaking world. All the language skills are studied through a range of text and materials and enable an awareness of Spanish and Latin culture. Thoughtful discussion, written compositions and oral presentations will be fundamental components of this class. Students will maintain a portfolio of their pieces of writing.

#### **Mandarin 1**

Grade: 9-10  
Length: 1 year  
Prerequisite: None  
Textbook: Chinese for Youth level 1

Credit: 1.00

Mandarin I introduces non-native Mandarin speakers to the language, and helps them develop a basic proficiency in listening, speaking, reading, and writing. It also prepares them for further study of the language. Students are introduced to the Chinese Pinyin and the Tonal system, learning how to recognize and pronounce 400 Chinese characters. They will also learn how to use Chinese software to produce those characters. The course teaches everyday vocabulary and basic grammatical structures. Information about Chinese-speaking cultures and peoples is interwoven throughout the course. The course offers a framework for proficiency in the language and an appreciation of the cultures which use it.

### **Mandarin 2**

Grade: 9-12  
Length: 1 year Credit: 1.00  
Prerequisite: Mandarin I  
Textbook: Chinese for Youth level 2

Students in Chinese II continue to develop their language skills, memorizing approximately 400 new characters, learning more complex grammatical constructions, and developing their listening and reading competencies. Students use the language for authentic communication and presentation. Students learn to read stories, articles, poems, and other forms of literature in Chinese to help them better understand the issues of Chinese communities and the Chinese language. An interactive classroom environment enriches the cultural exchange.

### **Mandarin 3**

Length: 1 year Credit: 1.00  
Prerequisite: Mandarin II  
Textbook: Chinese for Youth level 3

Students in Mandarin III will continue to develop advanced abilities in listening, speaking, reading, writing and typing skills, and further continue their knowledge of Chinese culture, enabling them to read newspapers, longer texts, poems, anecdotes, and engage in extended conversations. Students will memorize an additional 350 Chinese characters and be able to write essays on assigned topics.

### **Mandarin 4**

Grade: 11-12  
Length: 1 year Credit: 1.00  
Prerequisite: Chinese III  
Textbook: New Practical Chinese Reader (III)

Students in Mandarin IV will enhance their abilities to understand Chinese culture as reflected in various concepts of the language. These concepts enable them to think about some major differences between cultures, and to express their opinions by using a native speaker's colloquialism and slang. Students will have to memorize an additional 500 Chinese characters and will be expected to complete a research essay and deliver a speech with a high level of fluency and accuracy.

### Mandarin IB Ab Initio

Grade: 11-12  
 Length: 2 Years  
 Prerequisite: None

Credit: 1.00 per year

Students in grades 11 and 12 take the IB *ab initio* course, a comprehensive two-year curriculum. Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills-listening, speaking, reading and writing-with emphasis on the ability to communicate orally and in writing. The seven themes to be explored are: the individual, the home, education and work, town and services, food and drink, leisure and travel, the environment, health and physical health emergencies. The Mandarin Ab Initio program focuses on a dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness. The program counts 150 instructional hours. Students will learn 1500 Chinese characters.

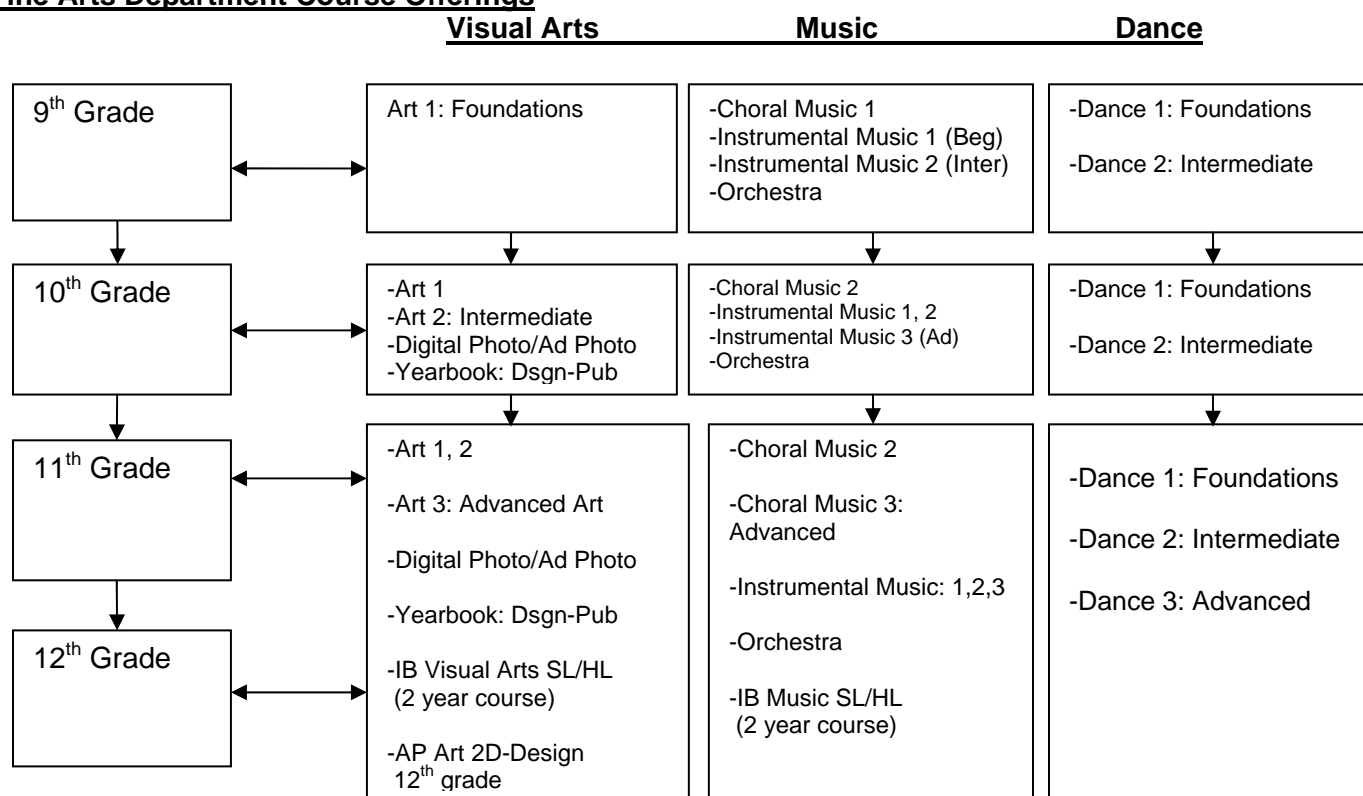
### Mandarin IB B SL /HL

Grade: 11-12  
 Length: 2 years  
 Prerequisite: Chinese III  
 Texts: A variety of Literary works

Credit: 1.00 per year

Students in this class will be able to use Mandarin spontaneously and appropriately in unfamiliar as well as familiar circumstances. This course gives students the opportunity to reach a high degree of competence in the language and explore the culture using the language. The range of purposes and situations for which and in which the language is used extends to the domains of work, social relationships, and the discussion of abstract ideas.

### Fine Arts Department Course Offerings



### The Visual Arts Overview:

The visual arts are extremely rich, and have documented human expression across cultures, times, and places. They range from drawing, painting, sculpting, and design to architecture, film, video, and folk arts. With variety of tools, techniques and processes, visual arts students engage their minds and hands in the exploration of the visual world. In an increasingly complex technological world, the visual arts help students develop visual literacy skills to decode, analyze, and evaluate throughout all the aspects of their lives.

When students are provided a qualitative and sequential curriculum, the visual arts provide a means for self-expression of all students. In addition to involving students intellectually; personally; and emotionally; visual arts knowledge and content assists students in developing skills that will transfer to other disciplines and life situations. The array of visual art courses will enable students to meet these standards at different grade levels.

### Grade and Course Options:

Grade 9, 10, 11, 12	Art 1 - Foundations (1 year)
Grade 9, 10, 11, 12	Art 2 – Intermediate (1 year)
Grade 11 and 12	Art 3 - Advanced (1 year)
Grade 10, 11, 12	Digital Photography (1 semester)
Grade 10, 11, 12	Advanced Photography (1 semester)
Grade 10, 11 and 12	Yearbook Design and Publication (1 year or 1 semester)
Grade 12	AP 2D Design-Photography (1 year)
Grade 12	AP 2D Design (1 year)
Grade 11 and 12	<u>2 year courses</u> IB Visual Arts Standard Level IB Visual Arts Higher Level

### Visual Arts Course Descriptions

#### Art 1- Art Foundations

Grade: 9-12

Length: 1 year

Credit: 1.00

Prerequisite: Middle School Art course or art proficiency demonstrated

In this art class, students will be introduced to various concepts, methods and media, with a focus on two-dimensional (2D) media. The course stresses disciplined draftsmanship and craftsmanship; and at

the same time analyzing forms, structures and the contexts of art. The course will include an in-depth study of elements and principles of design, major art movements and an introduction to design strategies. In the first semester, students will do observational, gestural, shading and contour drawing. Eventually they will create imaginative drawings using symbolism. Students will gain knowledge in perceiving values and tones; lights and shadows; colors; perspectives; negative spaces; and textures and patterns. In the second semester, students will focus on painting and related media while looking on the different design strategies and art movements. They will produce their works individually and collaboratively, at the same time investigating and documenting the art processes. The completion of an art journal or investigation workbook is an integral part of the course. Students will learn how to speak and write about art and complete a self-reflection and formal assessment. The students will participate in a large scale art show at the end of the year. Field trips to art museums, local galleries or places of interest which are relevant to the unit study will be arranged.

### **Art 2- Intermediate Art**

Grade: 10-12

Length: 1 year

Credit: 1.00

Prerequisite: Art Foundation, or extensive middle school art with teacher's assessment

In this art class, students will continue studying various concepts, methods and media with a focus on three-dimensional (3D) media. The course stresses disciplined draftsmanship and craftsmanship and at the same time analyzing forms, structures and contexts of art. The course will re-visit the elements and principles of design, art movements and design strategies. In the first semester, students will use plaster and clay as the main media. They are expected to respond creatively with various ceramics pieces. They will understand pottery-making by using different building, molding, glazing, and firing methods. At the end of first semester, they are required to do an installation. In the second semester, students will investigate the different design disciplines such as architectural and interior design, product design, fashion design and graphic design. The completion of their investigation workbooks is an integral part of the course. Students will document and investigate the processes relevant to their work using these workbooks. At the end of the year, students will participate in a large scale art show. Field trips to art museums, ceramic and pottery villages, local galleries, and relevant places of interest will be arranged.

### **Art 3 - Advanced Art**

Grade: 11/12

Length: 1 year

Credit: 1.00

Prerequisite: Intermediate Art or Art Foundation

In this advanced design art class, students are expected to respond to given design problems using specialized media. Students will learn how to document, explore and respond creatively to a given theme revolving around historical, cultural and contemporary issues. In the first semester, students will review the elements and the principles of design and composition. Units of study will challenge students to explore various themes and design questions. Each unit will focus on design strategies and design manipulations. In the second semester, students will produce a "concentration portfolio" of their selected theme. All students are required to work consistently in their research workbook (RWB) in order to document their process of design. All students will participate in an art show; visit art museums, local galleries and interview local artists.

## **IB Visual Arts SL/HL**

Grade: 11

Length: 2 years

Credit: 1.00

Prerequisite: Intermediate Art or Art Foundation with teacher's assessment and approval

This course is designed to enable students to study visual arts in higher education and also encourage student life-long enrichment through visual arts. This course is not based on an exam; instead, evaluation will be based on two components: **studio work** and **investigation work**. Studio work (60%) involves practical exploration and artistic production. Investigation work (40%) involves independent contextual, visual and critical investigation and reflection, both visual and written. At the end of the (two year) course, each student will present a selection of his/her studio works for external assessment. Works will be presented in an exhibition as well as a candidate record booklet. Students will also present selected pages from his/her investigation workbooks that have been produced during the course. Each student will undergo an interview with an external examiner at the end of the course.

## **AP 2D Design**

Grade: 12

Length: 1 year

Credit: 1.00

Prerequisite: Intermediate Art or Art Foundation with teacher's recommendation

This is an advanced art class that students can take to build an Advanced Placement (AP) 2D Design Art Portfolio. Students are required to take the AP exam at the end of the year and will be graded according to the AP standards. Emphasis in this course is on the completion of original projects and the creative process.

The students will complete a "concentration" of work (12 pieces) that is based on a theme of their choice. They will have "breadth" assignments (12 pieces) that are skill-based, and these are expected to demonstrate student's versatility through a variety of techniques, art concepts, higher level skills, and themes. Each candidate will also submit five quality pieces. The course will include rigorous evaluation of the elements and principles of design, color theory, and concepts. The research workbook is an integral part of the course. The completion of a 100- page hardbound book (35 pages per quarter) is due at the end of each quarter. Students will put together a quarterly art show that possess a high degree of original and independent ideas. Each student needs to commit ample time each week outside of class to work on the required number of pieces. The AP College Board recommends a ratio of 1:1, which means for every hour of teaching class, a student spends an hour on artwork outside of class.

## **AP 2D Design (Digital Photography)**

Grade: 12

Length: 1 year

Credit: 1.00

Prerequisite: Advanced Photography

*Supplies and associated costs:* DSLR camera and a personal computer with Adobe Photoshop. It is advisable for the student candidate to have different types of lenses e.g. macro lenses, zoom lenses). The student will bear the AP (Advanced Placement) registration cost and the cost to print their digital shots.

This is an advanced photography class that challenges and prepares students who want to pursue college courses related to photography such as commercial design, publishing, and advertising.

Students are required to take the AP exam at the end of the year and will be graded according to the AP standards. Emphasis in this course is to complete three different portfolios: breadth, concentration and quality. The students will submit 12 “concentration” works that is based on a theme of their choice. They will have 12 “breadth” assignments that are skill-based, and these are expected to show a variety of photographic techniques, concepts and skills. The course will include rigorous evaluation of the elements and principles of design and color theory. Beside the portfolio, students will document their work inside their art journal. The completion of a 100-page hardbound book (35 pages per quarter) is due at the end of each quarter. Students will put together a quarterly art show that possess a high degree of original and independent ideas. Each student needs to commit ample time each week outside of class to work on the required number of pieces. The AP College Board recommends a ratio of 1:1, which means for every hour of teaching class, a student spends an hour on artwork outside of class.

### **Digital Photography**

Grade: 9-12

Length: 1 Semester (1<sup>st</sup> Semester)

Credit: 0.50

Prerequisite: None

*Supplies:* Digital camera (5 mega pixels or above), card reader, downloading cords, and at least 2GB of memory stick.

This course provides basic instruction in the use and function of a digital camera; how to take photographs; and how to evaluate composition, contrast, lighting and subject matter. Students study the basics of camera functions and the effective presentation of prints, power point slide shows and photo-collages. In this class, students are required to use their camera to shoot outside of class time. They will learn to use Adobe Photoshop, assess their work and participate in a photography show. Field trips to local areas for photographic exploration will be arranged.

### **Advanced Digital Photography**

Grade: 9-12

Length: 1 Semester (2<sup>nd</sup> Semester)

Credit: 0.50

Prerequisite: Digital Photography

*Supplies:* Digital camera (5 mega pixels or above), card reader, downloading cords, and at least 2GB of memory stick.

This class is a continuation of Digital Photography. The focus on portfolio building and advanced use of Adobe Photoshop will be the main core of this class. The photo projects will be based on student’s generated themes. The projects and sketchbook entries will be established with the instructor at the beginning of the semester. Also included are lessons about how digital photographs are used in other disciplines such as journalism, graphic design, commercial design and computer generated design.

### **Yearbook and Publication Design**

Grade: 11 and 12

Length: 1 year or 1 semester

Credit: 1.00 or .50

Prerequisite: None

*Supplies:* Digital camera (5 mega pixels or above), card reader, downloading cords, and at least 2GB of memory stick.

Students in this class will learn about design publication products like magazines, posters and school yearbooks. They will learn the different principles of layout and composition by studying on different principles and elements of design. They will gain knowledge and understanding in the use and function of the digital camera. They will evaluate composition, contrast and lighting exposures. In this class, students will learn how to use digital manipulation software like Adobe Photoshop, Adobe Illustrator and In-Design. Students will be graded based on different publication projects and their participation in the publishing of school's yearbook.

### **Music Course Offerings**

Grade and Course options:

Grade 9	Choral Music 1 (1 year)
Grade 10, 11, 12	Choral Music 2 (1 year)
Grade 10, 11, 12	Choral Music 3 (1year)
Grade 9	Instrumental Music 1-Beginning (1 year)
Grade 10, 11, 12	Instrumental Music 2-Intermediate (1year)
Grade 10, 11, 12	Instrumental Music 3-Advanced (1 year)
Grade 9, 10, 11, 12	Orchestra (1 year)
Grade 11 and 12	IB Music Standard Level (2 years courses) IB Music Higher Level

### **Overview:**

"Music may achieve the highest of all mission: she may be a bond between nations, races and states, who are strangers in many ways; she may unite what is disunited and bring peace to what is hostile" The study and enjoyment of music entails much more complex processes than the simple act of listening to a CD or I-Pod. Research has repeatedly shown that music is an essential part of any and all forms of education; high school music students have been shown to hold higher grade point averages than non-musicians in the same school, a study of 7, 500 university students revealed that music majors scored the highest reading scores among all majors including English, biology, chemistry and math, students who were exposed to music-based lessons scored a full 100% higher on fractions tests than those who learned in the conventional manner. The list of researched achievements by music students at all levels of education is a very lengthy one.

At SSIS, we have embraced the fundamental concept of a complete and well-rounded education. In this respect, music stands with math, science, language arts and all other subjects areas as an integral part of a balanced curriculum that aims at academic excellence and achievement. In this respect, music is a form of communication that influences the intellectual and emotional life of the student at a fundamental

level. Music encourages self-expression, self-discovery and emotional development. As an essential part of human society and culture, music breaches the walls of intolerance, bigotry and hatred that result from differences in language, religion and ethnicity. Music allows the student to view the world, community, family and school in a balanced and thoughtful way, fostering a deeper understanding of human society's past, present and future. Music also promotes self-fulfillment, creativity, aesthetic awareness and respect for all.

The student begins their journey with a practical grounding in the basic concepts of sound and time. Singing, movement, pitch and rhythm studies allow the young learner to develop skills that are key to their music studies as well as other subject areas. Ensemble participation encourages the student to be a disciplined member of their class and school community, making it easier to absorb and understand new ideas and concepts. In middle school, an emphasis is placed on achieving music literacy in order for the student to develop critical listening and thinking skills as well as basic performance and ensemble techniques. High school music integrates cross curricular concepts, such as music and cultural history, with creative components such as advanced performance techniques, composition and improvisation. Throughout this journey, the student will be expected to develop their ability to express themselves in a self-confident manner, allowing them to achieve a level of understanding and experience that will enhance all aspects of their present and future academic endeavors.

## **Music Course Descriptions:**

### **Choral Music 1**

Grade: 9

Length: 1 year

Credit: 1.00 per year

Prerequisite: Music 8 or Teacher's assessment

This course provides the opportunity for students with little or no musical training to sing in a mixed voice choir. Students will study basic vocal techniques and how they relate to producing music in a large ensemble. Study includes the cultivation of a beautiful tone, aesthetic awareness, basic sight-reading skills and team spirit. Attention will be given to music from a variety of different cultures and the choral techniques associated with each culture. Students will sing a variety of music including pop, folk music, and classical repertoire music. Students are expected to rehearse in an after-school ensemble and perform quarterly.

### **Choral Music 2 (Intermediate)**

Grade: 10-12

Length: 1 year

Credit: 1.00 per year

Prerequisite: Foundation Music (Vocal) or Teacher's assessment

This course is designed for students who wish to improve their vocal abilities within the framework of small ensemble and large ensembles. Students will study proper sound production, how to achieve accuracy in pitch and rhythm, breathing techniques and vocal diction. Attention will be given to solo performance as well as ensemble work and will include performance analysis and evaluation. Throughout the course, students will select their own music, make performance decisions, and present music individually in quarterly recitals. The Show Choir will perform in a number of recitals, both on campus, and at other venues.

### **Choral Music 3 (Advanced)**

Grade: 10-12

Length: 1 year

Credit: 1.00

Prerequisite: Intermediate Music or Teacher's assessment

Advanced Music students will further develop their musical potential in an advanced, performance based class. Advanced sight-reading skills will emphasize musical elements such as dynamics and articulations coupled with a strengthening of fundamental performance techniques. Students will develop good listening skills while learning to analyze and evaluate music for stylistic consideration. As well, students will be exposed to a varied repertoire comprising music from different genres and cultures. Students are expected to rehearse in an after-school ensemble and perform in quarterly concerts.

### **Instrumental Music 1 (Beginning)**

Grade: 9-12

Length: 1 year

Credit: 1.00 per year

Prerequisite: Music 8 or Teacher's assessment

Foundation Music students will develop basic musical skills within a wind ensemble setting. Basic music literacy skills will be taught with an emphasis on sight-reading as well as accurate performance of rhythmic and pitch material. Students will listen to and perform a variety of music from different cultures and historical eras, while learning how to play with skill and accuracy appropriate to a junior high school band. Students are expected to rehearse in an after-school ensemble and perform in quarterly concerts.

### **Instrumental Music 2 – 3 (Intermediate / Advanced)**

Grade: 9-12

Length: 1 year

Credit: 1.00 per year

Prerequisite: *Foundation Music (Instrumental) or Teacher's assessment*

Building on the fundamentals learned in Foundation Music, Intermediate Music students will be increasingly challenged to develop their ensemble skills. Intermediate performance techniques, coupled with a more challenging repertoire of music will allow students to perform in both large and small ensemble situations. Emphasis will be put on sight-reading skills with the addition of basic improvising techniques. Students will begin to develop good listening skills that will allow them to play with accuracy and musicality in concert situations. Students are expected to rehearse in an after-school ensemble and perform in quarterly concerts.

### **Orchestra**

Grade: 9-12

Length: 1 year

Credit: 1.00

Prerequisite: Grade 8 Music or Teacher's assessment

This is a stringed instrument specific course that will allow the student to study and rehearse music associated with a String Orchestra. Skills pertaining to ensemble, sectional and instrumental skills will be covered in association with standard orchestral repertoire. The history of stringed ensembles as well

as historical performance practices will be emphasized throughout the course. Students are expected to rehearse in an after-school ensemble and perform in quarterly concerts

### **IB Music (Curriculum common to all options and levels)**

The IB course is designed to prepare students to complete the requirements for the International Baccalaureate Music Diploma Program. The historical and theoretical basis of Western Music from the Middle Ages to the present will be emphasized with adequate study of nonwestern (world) music. Students will analyze representative western and nonwestern works for their important structural and aesthetic components. Students will gain a knowledge of the rudiments of music including, but not limited to scales, intervals tonality/modality, key signatures, meter rhythm, chords and how their use differs in various eras studied. The students will also be required to commit to listening to various works of music outside of class. The key component of this class is the APPLICATION of all of the above mentioned elements in evaluating any work of music and to become educated music consumers/performers.

### **IB Music SL**

Grade: 11/12

Length: 2 years

Credit: 1.00 per year

Prerequisite: Intermediate Music with Teacher's assessment and approval

IB Music (Option A) is designed for students who wish to center their learning on group ensemble skills. Topics will include ensemble rehearsal techniques, ensemble specific repertoire and programming skills. The student will rehearse and perform in a minimum of two adjudicated concerts or recitals a year.

### **IB Music HL**

Grade: 11/12

Length: 2 years

Credit: 1.00 per year

Prerequisite: Intermediate Music with Teacher's assessment and approval

The IB Music HL course combines a medley of the IB Music SL options into a single curriculum. To satisfy IB Music HL, the candidate must perform solo for an accumulation of 20 minutes (again, it is in the candidate's best interest to play only one instrument) and write three contrasting compositions that last between 5 and 15 minutes.

## **Dance Course Descriptions:**

### **Dance 1- Dance Foundations**

Grade: 9-12

Length: 1 year or 1 semester

Credit: 1.00 or .50

Prerequisite: None

In this dance class, students will study:

- Dance techniques and improvements in Classical Ballet, Modern, Contemporary, Hip-hop, Folk & Cultural and Ballroom & Latin,
- Improvisation Skills - Mirroring, Unison, Shapes, Space and Floor Patterns

- Composition – Concept in Dance vocabulary, Problems solving, Discussion & Documentation
- Choreography – Structure in Entry and Exit, Space, Time, Energy, Vary Movements, Meanings, Intent & Dance Styles
- Dance Journals – write about dance feelings, uses of symbols & drawings
- Teaching workshops – Understanding dance by teaching to younger students
- Dance History – Research in past, present & future in Dance
- Reflection & Critique – Self assessment, Showing works, Presentation with Peers & Portfolios
- Performances – Perform to Elementary students, Annual Dance Competition, School & Community Event, Christmas and Spring Showcases.

### **Dance 2- Intermediate Dance**

Grade: 10

Length: 1 year or 1 semester

Credit: 1.00 or .50

Prerequisite: Dance Foundation or Middle School Dance with Teacher's assessment

In this dance class, students will study:

- Movement Elements & Dance Skills: Study techniques such as Ballet (any method), Modern Dance (e.g., Graham, Release Technique, contact Improvisation), Jazz, Hip Hop, Flamenco, Broadway Theater Dance, Latin Salsa & Social Dance)
- Choreography: Students create a solo or group work independently or with peers: use various choreographic structures such as ABA, rondo, theme and variation, canon, palindrome, suite.
- Dance as Expression: Deconstruct a dance, webbing movement, musical and design element to analyze their combined effects. Discuss point of view in dance; analyze the differences between dances created as theater art and dance created as a participatory experience within a community.
- Performance in Dance: Perform for peers in class, at in-school events, in regional festivals, represent the school by performing in citywide events, and perform at community organizations
- Critical Response: Read articles and reviews of dance to broaden understanding of criteria used for dance evaluation.
- PILATES & ACTIVE ISOLATED STRENGTH PROGRAM: PILATES integrates all of the elements recommended for a complete workout, and includes innovative anti-gravity precision toning and firming techniques.

### **Dance 3 – Advanced (High School Dance Team- Performance Team)**

Grade: 9-12

Length: 1 year or 1 semester

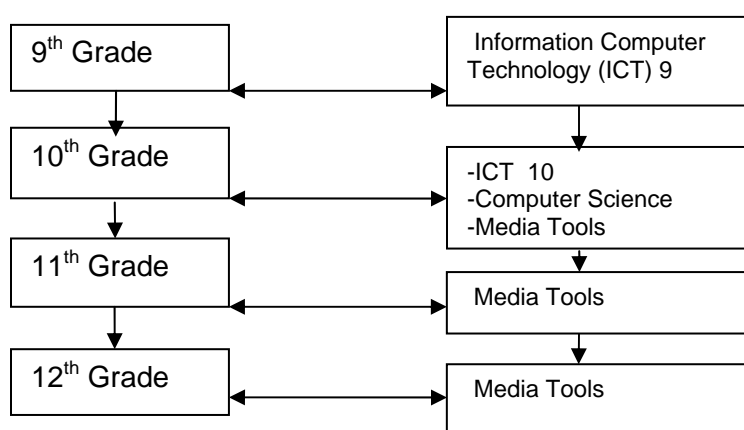
Credit: 1.00 or .5

Prerequisite: Auditions may be requested.

This program will allow students to immerse themselves in choreography, performance, and portfolio development. This one year course would provide support and networking opportunities in developing technique and expressive skills that dance involves structuring gesture and motion to capture and convey ideas, images and feelings. Students will also learn how to use body movements as the instruments of communication.

- *Choreography* - Students will be given opportunities to explore and improvise with movement for personal expression, leading to the development of individual styles, approaches and methods.
- *Performance* - Performance it is important to include experiences that aim to develop students' technical and expressive skills in a variety of styles of dance. The specific dance components and skills relevant to particular styles should be considered.
- *Appreciation* - Students will have many opportunities to experience the many facts of Appreciation. Students should consider the purposes dance serves in society as well as how society shapes the evolution of dance.

## **Information Computer Technology**



### **Information Computer Technology 9 and 10.**

Grade: 9 and 10

Length: 1 semester

Prerequisite: None

Elective Credit: 0.50

As they work through a variety of projects, students will be provided with an overview of the many different ways in which technology helps us communicate ideas. Over the two semesters in grades 9 & 10, students will become increasingly more confident and sophisticated in their use of electronic collaborative tools, multimedia tools and Internet search and research tools. Through the use of these various tools, each student will be provided with a broad base of experiences that can be utilized in other classes and in real life situations.

In addition, as students examine these tools they will also examine technology related issues. They will be required to take part in an online asynchronous class discussion dealing with technology, society and ethics.

### **Computer Science 10**

Grade: 10-12

Length: 1 Semester

Prerequisite: None

Elective Credit: 0.50

This course will appeal to students interested in studying computer science, including programming. Students will learn to create simple solutions to the classic problems. No previous programming

experience is required or assumed. The ability to use logic and problem solving similar to that used in Mathematics will be useful to computer science 10 students. Although the course will focus on the Java programming language, what is learned will be applicable to other programming languages as well.

**Multimedia Tools**

Grade: 11-12

Length: 1 Semester

Prerequisite: None

Elective Credit: 0.50

The rapid changes taking place in the field of Technology permits the informed user to easily combine text, graphics, sound, 3D animation and video media.

In this class, students will choose from a variety of options to create their own projects. Students will combine graphics, sound, images and incorporate these into presentations. Multimedia Tools is designed to meet the individual interests of students and is a project-based course which will enable students to explore a variety of different multimedia tools.