



SAIGON SOUTH INTERNATIONAL SCHOOL



HIGH SCHOOL

Program of Studies
2019-2020

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PRINCIPAL'S MESSAGE

Dear High School Students and Parents,

The High School Program of Studies provides official registration and information to assist in the process of high school course selection for the upcoming school year.

Saigon South International School continues to grow and develop its high school programs. Many of the procedures and requirements related to course selection have been updated from the previous school year to ensure that we are continuing to promote high standards at SSIS. Our school continues to build upon strong International Baccalaureate and Advanced Placement programs. Each year, we assess our course selections and look to expand offerings in both programs to provide rich opportunities for our students.

Procedural information related to the IB and AP course options is included in the Frequently Asked Questions (FAQ) section found within these pages.

Students and Parents - please read this guide carefully in advance of the information sessions provided to students in January and February. An informational assembly for returning students will make clear the policies in this guide. Students will have an opportunity to hear more about classes and ask questions in late January and early February.

It is very important that students intensify the process of discussing their course choices with their High School counselor, the IB and AP coordinator, the administration, their teachers and, most importantly, their parents. It is time to do this. Take a close look at the prerequisite requirements listed for courses and choose courses that are within these course entrance requirements. Also, speak to your teachers, your High School counselor, and the IB and AP coordinator when considering your choices. Think about your future plans and goals.

All the best,

Jacob Hendrickson
High School Principal

MISSION STATEMENT & PHILOSOPHY

MISSION STATEMENT

Saigon South International School (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 believes that all five Core Values are equally important to the complete development of all students.

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, 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 student learning. This 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 beginning in 2010 - 2011 clearly signaled a commitment to this stated philosophy. SSIS is committed to developing and nurturing the IB and AP courses in line with our 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.

ADMISSION STATEMENT

Saigon South International School is a preschool 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:

Freshman (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.

Important Considerations:

Grade placement and graduation are totally dependent upon the accumulated credits (see chart below) earned during high school.

Students who transfer to SSIS from system using examination systems such as the “O” level, GCSE, IGCSE, or other comparable programs are granted credit and placement based upon their coursework equivalency to a similar program of study at SSIS. The awarding of credits and placement will be the responsibility of the High School Principal in consultation with the high school academic leadership team.

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 Admissions Office and reviewed by the Director of Admission.

A credit is given for the successful completion of a course which meets 2 - 3 blocks per week (120 - 160 hours).

Prior to course registration, students should find out as much as they can about individual courses - objectives, requirements, prerequisites (if any) and credit value.

GRADUATION REQUIREMENTS

Academic Discipline	Required Credits
English	4 (core English classes*)
Mathematics	3
Science	3
Social Studies	3
Modern World Languages	2 (two consecutive years of the same language)
Physical Education/Health	2 (core PE classes**)
Fine Arts	1
Electives	will vary
Total Minimum	24

* Core English classes are English 9, English 10, and any AP or IB English course, Intro to Creative Writing and Genre Study, or World Literature

** Core Physical Education/Health classes are PE/Health 9 and PE/Health 10

CREDITS (CARNEGIE UNITS)

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.

One-half credit is earned for the successful completion of a semester course.

Credit will be given only for courses taken while students are enrolled at the ninth through twelfth grade levels.

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. Students are not permitted to attend more than four years of high school at SSIS.

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 or her parents have first consulted with their school counselor.

INDEPENDENT STUDY POLICY

The requirements for independent study or correspondence courses are:

- No course will be accepted for credit that is already offered by SSIS.
- No credit will be accepted from an unlicensed school.
- A proposal must be made which includes time requirements, curriculum outline, supervisor, and testing format of the course in question.

Final approval (and/or exceptions to this policy) will be made by the Principal upon recommendation of the student's counselor. All fees associated with independent study or correspondence courses, including all examination fees and testing, are the sole responsibility of the student who enrolls in the course.

COLLEGE ENTRANCE REQUIREMENTS

Students should begin their college/university planning early in their high school careers. Since each college or university establishes its own particular requirements, it is important that students follow the suggestions given in the individual and group university meetings and presentations lead by the Director of University Guidance and high school counselors.

Strongly Recommended college/university entrance requirements include:

- English: 4 credits (required)
- Mathematics: 3-4 credits
- Science: 3-4 credits
- Social Studies: 3-4 credits
- Modern World Languages: 2-4 credits of the same language
- Fine Arts: 1 credit

ADVANCED PLACEMENT (AP) COURSES AND EXAMS

Through college-level AP courses, students have the opportunity to earn credit or advanced standing at many colleges and universities in the United States. 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. Students opting for AP courses are required to take the exam for that course in May at the expense of the student.

Advanced Placement courses are challenging, so we recommend the following AP course load by each grade level. If students would like to petition to take more than the recommended load it needs to be approved by both their HS counselor and the HS Principal.

- Grade 9- Up to 1 AP Course (AP Human Geography is the only option)
- Grade 10- Up to 2 AP Courses
- Grade 11 & 12- Up to 3 AP Courses

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)

International Baccalaureate (IB) is a non-profit educational foundation created in 1968 and is based in Geneva, Switzerland. The IB Diploma Programme (IBDP) is currently offered in 3,490 schools around the world. IB schools include public, private, and international schools which have met certain requirements. The IBDP is a rigorous pre-university course, designed for motivated students of average and above academic ability who hope to attend university.

IB Diploma Programme (DP) candidates are required to select one subject from each of six subject groups along with three core components. Subject groups include Studies in Language and Literature, Language Acquisition, Individuals and Society, Experimental Sciences, Mathematics, and the Arts. The core is composed of the Theory of Knowledge course, a Creativity, Activity, and Service component, and the Extended Essay.

Exams are in May of the second year of the program. Three subjects are taken at Higher Level (HL) and three others at Standard Level (SL). Higher Level courses cover 240 teaching hours and Standard Level courses cover 150 teaching hours. DP courses at SSIS are two-year courses and students are obliged to commit to both years. Each year, SSIS will add or delete courses and offer some courses at HL or SL according to student demand and staff availability.

The IB Diploma is recognized around the world and is a highly regarded pre-university entrance qualification. There are opportunities for students to gain a bilingual diploma, based on a student's strengths in linguistic ability and level of fluency. A bilingual diploma can be obtained through completion of two courses from language and literature. with the award of a grade 3 or higher in both or completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language. In order to qualify, the candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

The IBDP grading scale ranges from 1 (low) to 7 (high) for those who are enrolled in the diploma programme (or taking IBDP courses for certificates.) Students in these IBDP courses also receive SSIS grades for these classes (A, B, C, D, or F). Many universities around the world give credit for IBDP scores of 4 and above.

For more information about the IB program and schools that undertake the IB, please check their website www.ibo.org.

HOMWORK

Each course description has a statement for the average number of hours of homework you can expect per week. This will help you manage your time and make wise choices in course requests. The following is a guide to the homework descriptions:

LIGHT = 0 - 1.5 hours/week

MODERATE = 1.5 - 3 hours/week

HEAVY = 3 or more hours/week

The book icons will appear next to each course description throughout the Program of Studies to indicate typical homework expectations based on the guide above.

Remember, these guidelines are estimates based on an average student. These estimates will vary depending on a student's English language ability, learning style, work habits, time management skills or aptitude in the subject area. Be realistic, consider your strengths and weaknesses, and keep in mind a balanced lifestyle.

“ACCESS VS. SUCCESS” POLICY

We counsel and strongly encourage families to select an academic program that is guided by a “Best Fit” philosophy. While courses of the IBDP and AP form the framework for the high school curriculum in grades 11 and 12, SSIS believes that students should be given access to a wide range of courses within parameters of prerequisite skills. These prerequisite skills are clearly stated in the description for each course and are used as a baseline standard to ensure that motivation and aptitude in the subject are considered during the selection process.

For AP and IBDP Higher Level courses, prerequisites are required to appropriately match student experience and aptitude to the rigor of those courses. Any exception to stated prerequisites must have the approval of the High School Principal.

Students are encouraged to take a program of study that:

- Develops their strengths, interests, aptitude, and passions
- Matches their learning style
- Challenges them to grow and develop into vibrant members of our school community
- Matches the requirements of their chosen college or country (within the limits/capacity of SSIS to do so from year-to-year.)

While many colleges and universities prefer that students choose rigorous courses, it isn't necessary to load your schedule with every advanced course offered. However, if such courses are available, many colleges and universities expect that you have taken advantage of many of them. Students are encouraged to take the most rigorous schedule at which they can excel.

COURSE SELECTION PROCESS

Beginning in Late January, students will consider and select their courses for the following school year. As Saigon South International School grows and continues its quest for academic excellence, procedures are in place that help guide course selection. The procedures and guidelines are intended to bring the course selection process in line with school goals, school growth, and student program considerations.

Prior to the course selection period, students will hear details regarding the process and more information from their teachers about each course. Members of the SSIS Faculty, Counselors, and the Administration take part in this information-sharing to give greater detail about course content and any prerequisites. There will be advisory time dedicated to the course registration process.

COURSE REGISTRATION WORKSHEET

Students will complete a course registration worksheet with their parents prior to selecting their courses. These forms will be provided by the counselor and sent home for parents and students to discuss and complete together. Please consider the following when making selections:

- Desired courses (keeping in mind stated prerequisites)
- Alternate course selections (in case top choices are not available)
- Parent signature to approve course selections

This pre-selection form will be distributed to students by mid-February and are due to the student's counselor prior to electronic registration.

COURSE SELECTION PRIORITIZATION

Each student will meet with their counselor individually to discuss their course selections and to make final selections in the early spring. The method of final course selection will ensure a fair process that includes:

- Ensuring that Seniors (grade 12 students) and Juniors (grade 11 students) have priority.
- Managing prerequisite requirements.
- Keeping classes at their proper size (no more than 22 in most cases). PowerSchool will close the availability of a course after it fills.

COURSE PREREQUISITE OVERRIDE APPLICATION

Under special circumstances, an academically qualified student may be permitted to take a course for which he/she has not yet met the prerequisites if it is deemed that this is the best course of study for that student. A student who believes he/she is prepared to take a class, despite not meeting the required prerequisites, should speak to his/her counselor and request a course prerequisite override application. The application is to be completed by the student and returned to his/her counselor. The student's teachers, counselor and principal will review the application to assess if the student has met the necessary criteria as outlined in the prerequisite override application. The student's counselor will inform the student and family of the application outcome.

Under special circumstances, an academically qualified student may be permitted to enroll during the same year in two separate math courses, such as Geometry and Algebra 2. A student who believes he/she is academically prepared to concurrently enroll in math should speak to his/her counselor and request the double-enroll in math application. The application is to be completed by the student and returned to his/her counselor. The student's teachers, counselor and principal will review the application to assess if the student has met the necessary criteria as outlined in the double-enroll math application. The student's counselor will inform the student and family of the application outcome.

STUDY BLOCK WAIVER REQUEST

Under special circumstances, an academically qualified student may be permitted to waive their Study Block class in order to pursue an additional elective course. A student who believes he/she is academically prepared to waive their Study Block class should speak to his/her counselor and request a Study Block Waiver application. The application is to be completed by the student and returned to his/her counselor. The student's teachers, counselor and principal will review the application to assess if the student has met the necessary criteria as outlined in the study block waiver application. The student's counselor will inform the student and family of the application outcome.

FREQUENTLY ASKED QUESTIONS (FAQS)

When do students register for courses?

See the general timeline for course registration in previous pages of this booklet. Students should also check their school email and the announcements on PowerSchool Learning for important announcements related to course registration.

Some courses may have a limited number of sections available and so SSIS may not be able to offer a particular course to everyone that requests it. As long as current 11th and 12th grade students register during the registration days prioritized for them, they will have priority for classes. While most courses will have sufficient space for students requesting them, some AP, IB, or elective courses may have limited space and will be available on a first-come, first-served basis. It is important that students discuss their choices with school personnel and parents prior to the electronic registration period.

Is SSIS an AP school or an IBDP school?

SSIS is a US standards-based school that offers regular courses, AP courses and the IB Diploma Programme.

Does SSIS offer courses other than AP or IBDP courses?

Yes, there are school based courses in all grade levels that students can take to receive credits towards graduation.

What are the placement procedures for AP and IBDP courses?

Stated prerequisites and teacher recommendations guide student enrollment into AP or IBDP HL courses that specify these entrance criteria. Prior to final placement in these types of courses, students may be required to submit a written recommendation form to their counselor. Students not pursuing the full IB diploma will coordinate their schedule through their counselor.

Is there a limit to the number of IBDP higher level or AP classes students are allowed to take?

Advanced Placement and IBDP Higher Level courses are challenging, so we recommend the following course load by each grade level. If students would like to petition to take more than the recommended load it needs to be approved by both their HS counselor and the HS Principal.

- Grade 9- Up to 1 AP Course (AP Human Geography is the only option)
- Grade 10- Up to 2 AP Courses
- Grade 11 & 12- Up to 3 AP/HL Courses

Students and parents should seek faculty and counselor advice if they have further questions. In addition, students may consult with the admissions department of the prospective universities and colleges to which they may be applying.

Whom does a student approach if they have interest in pursuing the IBDP diploma?

Students currently in grade 10 that would like to pursue the full IB diploma programme at SSIS must first contact the IBDP Coordinator to discuss this option and meet with their counselor.

Are students who are enrolled in AP or IBDP courses required to sit the exams for those courses?

Yes.

Are students who are enrolled in IBDP courses (diploma or certificate) required to take both years of the course?

Yes, this is mandatory. Any exceptions must be approved by the High School Principal.

If a student is currently in an IBDP course, is he or she allowed to disenroll in order to take a year-long course?

No, this is not permitted. Student concerns in unusual cases should be brought to the counselor and will be decided by the High School Principal.

If a student who sits for an AP exam is not enrolled in an AP course, will the AP course title appear on that student's transcript?

No. In fact, an AP test score is not reported to universities unless the student chooses to send it to them. Students need to see the AP website for instructions on sending scores.

Are 9th and 10th graders permitted to take IBDP or AP courses or to sit IBDP or AP exams?

IBDP courses are limited to grade 11 and 12 students, except for unique occasions that are agreed upon by the counselor, IBDP Coordinator and HS principal. Grade 9 and 10 students meeting prerequisite requirements may be eligible to take selected AP courses along with 11th and 12th grade students. More specific questions can be directed to the AP Coordinator.

Are students responsible for the cost of the exam fees for AP exams and for IB exams (given at the end of the 2nd year of each IB course)?

Yes, students are responsible for the fees related to the exams for the IBDP or AP courses they choose.

Are all of the courses offered in this Program of Studies guaranteed to be run?

No, there are no guarantees that courses described in this booklet will run even though they are offered during course selections. Low enrollment, resource limitations, or staffing changes may result in a decision to discontinue a course for the current school year. If this decision is necessary, students will be notified by their counselor to consider alternative choices sometime in April or May.

What SSIS grades are used for prerequisites?

Because the course selection process is in February and March, a student's first semester grade of the current year in a prerequisite course determines his or her eligibility for advanced courses the following year. Should a student perform significantly better in a prerequisite subject for semester 2 of the previous school year they will be able to submit an override form for consideration by the administration based on space availability, teacher recommendation, and administrative approval.

Is there an "override form" should a student not meet stated prerequisites?

Yes. Although stated prerequisites are expected to be met, students that have teacher recommendation may petition to enter a course through an override form. The forms are available from each High School counselor. Final approval for any override rests with the High School Principal.

Are there classes at SSIS that can be taken more than once in a student's high school career?

In general, classes at SSIS can be taken for credit only once. However, the following classes may be repeated for credit: Music Performance Ensemble, Physical Education 11, Physical Education 12, Personal Fitness and Yearbook.

Are students permitted to take more than one study block period per semester?

No. All students will be required to take seven courses each semester. Only students with 4 Advanced Placement and/or IBDP Higher Level courses are eligible to have 6 academic courses and 2 study halls. Any additional exceptions must be approved by the High School Principal.

ENGLISH

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 language 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 four core course credits in English, one from each year of study.

ENGLISH 9

Grade: 9 Length: 1 year Credit: 1.0

Prerequisite: None

Homework: MODERATE

English 9 introduces effective reading and writing strategies to freshmen in a literature-based context, with some attention given to media. Through reading short stories, poems, a novel and plays, students explore the ideas and techniques of a wide variety of writers while examining different literary forms. Students learn how to present their own ideas in both written and verbal contexts, undertaking a wide variety of assignments designed to develop both their creative and analytical abilities. Emphasis is placed on ideas as well as structure, literary techniques, and grammatical accuracy, in order to assist students in expressing themselves in clear and engaging ways. Participation in class discussions, group work and independent study are all integral components of this course. Throughout the course of the year, students are also expected to read literary works of their own choosing, alongside those which are assigned in class.

ACADEMIC WRITING 9

Grade: 9 Length: 1 year Credit: 1.0 elective

Prerequisite: Teacher/counselor selected

Homework: LIGHT

This course provides students with strategies and opportunities to strengthen their writing. The focus is on improving sentence fluency, word choice, and grammar and mechanics. Students practice these skills as they write a variety of text types for various audiences and purposes. This is a required course for students identified by teacher recommendation or at the time of admission.

Students in Academic Writing 9 take this course in lieu of a Study Hall, Modern World Languages or Fine Arts course. The counselors will work with students placed in Academic Writing 9 to find the best scheduling option for that particular student. All students in this course must also take English 9.

ENGLISH 10

Grade: 10 Length: 1 year Credit: 1.0
Prerequisite: English 9
Homework: MODERATE

This course is designed to help students become more effective thinkers, readers, writers and speakers who work to understand themselves and the world through the texts they study. Students will read a variety of literary and non-literary texts, such as novels, short stories, non-fiction pieces, Shakespearean drama and poetry. They will focus on elements of language and style and make use of what they learn in close reading, textual analysis and in their own writing. They will improve their writing skills by producing a variety of text types such as short responses, literary analysis essays, and creative pieces. By responding to their own writing and the writing of others, they will learn to recognize quality writing. They will begin to use the writing process more independently and will reflect frequently on their own work. They will also listen to and assess others' viewpoints and contribute appropriately to discussions and seminars.

INTRODUCTION TO CREATIVE WRITING AND GENRE STUDY

Grade: 11/12 Length: 1 year Credit 1.0
Prerequisite: None
Homework: MODERATE

This course is a two semester

Creative Writing (1 semester)

This is an introductory course in the practice of writing fiction, poetry, essays, speeches, and other varied forms of literary and persuasive texts. Students will develop techniques through their writing practice that reveal awareness of their world and environments, as well as its relevant issues that require thoughtful perspective and argumentation. The teacher will assign writing exercises or prompts, and students will learn to peer workshop each other's pieces as they explore form and technique. Narrative, verse, and persuasive readings will be assigned that examine each work from the perspective of a writer, all focusing on the craft of literature.

Sequential Art (1 semester)

In this course, students will be introduced to sequential art as a literary medium. Students will be assigned a variety of texts within the graphic storytelling milieu from comic strips and comic books to graphic novels. The course will focus on the development of the medium over the past 150 years and the evolution of the genre from newspaper strips to its more complex contemporary forms. Students will demonstrate their learning in a variety of methods from literary analysis writing to the production of their own short comic strips and comic books implementing the design, layout, and writing skills required of the form.

ACADEMIC WRITING 10

Grade: 10 Length: 1 year Credit: 1.0 elective
Prerequisite: Teacher/counselor selected
Homework: LIGHT

This course provides students with strategies and opportunities to strengthen their writing. The focus is largely on improving sentence fluency, word choice, and grammar and mechanics. Students will practice these skills as they write a variety of text types for various audiences and purposes. This is a required course for students identified by teacher recommendation or at the time of admission.

Students in Academic Writing 10 take this course in lieu of a Study Hall, Modern World Language or Fine Arts course. The counselors will work with students placed in Academic Writing 10 to find the best scheduling option for that particular student. All students in this course must also take English 10.

ACADEMIC WRITING 11/12

Grade: 11/12 Length: 1 year Credit: 1.0 elective
Prerequisite: Teacher recommendation
Homework: LIGHT

This course provides students with strategies and opportunities to strengthen their writing in an academic context. Students will focus on writing analytical and argumentative pieces and will also receive instruction and support for college essays, extended essays and exam essay writing. They will work on adding detail, clarity and elaboration to their writing by studying model texts and by producing their own written pieces.

This course is open to all interested Grade 11 and 12 students; however, students who have a teacher recommendation will be given priority.

AP ENGLISH LANGUAGE AND COMPOSITION

Grade: 11/12 Length: 1 year Credit: 1.0
Prerequisites: Teacher recommendation
Homework: HEAVY

AP Course Specific Link Below

<http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-english-language-course-overview.pdf>

The Advanced Placement English Language and Composition course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purpose, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. The AP English Language and Composition course culminates in an externally moderated exam sat by students in May. The expectation is that this course leads to the AP English Literature and Composition course that will be offered in the senior year.

AP ENGLISH LITERATURE AND COMPOSITION

Grade: 11/12 Length: 1 year Credit: 1.0
Prerequisites: Grade 12 students: successful completion of AP Language and Composition or teacher recommendation
Homework: HEAVY

AP Course Specific Link Below

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-english-literature-course-overview.pdf>

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

IB ENGLISH A: LITERATURE HL, YEAR 1

Grade: 11 Length: first of 2 years Credit: 1.0

Prerequisite: Teacher recommendation

Homework: HEAVY

For IB English A: Literature HL specifics:

http://www.ibo.org/globalassets/publications/recognition/1_languagea_hl_2011.pdf

This is the first year of a two-year course. The course aims to promote an appreciation of the subtleties of literary expression, develop an understanding of the techniques involved in literary criticism and lead to an appreciation of literary forms. In addition, it seeks to facilitate the clear expression of ideas, to aid clear presentation of argument, and to assist in the appreciation of both oral and written discourse. In Year 1, students will complete Parts Four and One of the IB Course, studying a total of six works. Assessments will include the Individual Oral Presentation (graded within the school and moderated externally by the IBO) and an Essay on Works in Translation (externally assessed by IB examiners).

IB ENGLISH A: LANGUAGE & LITERATURE SL, YEAR 1

Grade: 11 Length: first of 2 years Credit: 1.0

Prerequisite: Successful completion of English 10 and teacher recommendation

Homework: MODERATE

For IB English A: Language & Literature SL specifics:

http://www.ibo.org/globalassets/publications/recognition/1_langlitl.pdf

This is the first of a two year course that aims to promote an appreciation of the ways that meaning is constructed through the use of language in both literary and nonfiction texts. Study will focus on the formal elements of texts, as well as the different contexts that shape a text's meaning. Students will work on their written and oral expression. In Year 1, students will complete units from Parts 1 and 2, Language in Cultural Context and Language and Mass Communication, reading a variety of nonliterary sources, genres and media. The assessments used to measure their progress in analyzing Parts 1 and 2 will include Further Oral Activities (FOA), Written Tasks, and Paper One. They will also complete Part 4, Literature: Critical Study, by reading and analyzing two literary works which will be assessed by the Individual Oral Commentary (IOC) and a Written Task. The IOC, worth 15% of the IB grade for this course, is complete at the end of Year 1. Though they will not finalize work on Paper 1 (25%) or FOAs (15%) or written tasks (20%) until their senior year, the work done in junior year does count toward successful completion of 60% of their IB assessment score.

IB ENGLISH A: LANGUAGE & LITERATURE HL, YEAR 1

Grade: 11 Length: first of 2 years Credit: 1.0

Prerequisite: Successful completion of English 10 and teacher recommendation

Homework: MODERATE to HEAVY

For IB English A: Language & Literature HL specifics:

http://www.ibo.org/globalassets/publications/recognition/1_langlithl.pdf

This course aims to promote an appreciation of the ways that meaning is constructed through the use of language in both literary and nonfiction texts. Study will focus on the formal elements of texts, as well as the different contexts that shape a text's meaning. Students will work on their written and oral expression. In Year 1, students will complete units from Parts 1 and 2, Language in Cultural Context and Language and Mass Communication, reading a variety of nonfiction sources, genres and media. They will also prepare for Part 4, Literature: Critical Study, by reading and analyzing three literary works. These works are examined by the Individual Oral Commentary which takes place at the end of Year 1. By the end of Year 1, students will therefore have their IOC score (15% of final score, marked internally although externally moderated); perform at least one Further Oral Activity (potentially another 15% of their final score, marked internally); have done at least one practice Paper One (their final in senior year is marked externally and worth 25% of their score) and complete at least three IB Written Tasks, both types, creative and analytical (senior year students submit one of each for external scoring, worth 20% combined towards final score).

IB ENGLISH A: LITERATURE SL, YEAR 2

Grade: 12 Length: second of 2 years Credit: 1.0

Prerequisite: IB English A: Literature SL, Year 1 (or school-approved equivalent) and teacher recommendation

Homework: MODERATE

For IB English A: Literature SL specifics:

http://www.ibo.org/globalassets/publications/recognition/1_languagea_sl_2011.pdf

This is the second year of a two-year course. The course aims to promote an appreciation of the subtleties of literary expression, to develop an understanding of the techniques involved in literary criticism and to lead to an appreciation of literary forms. In addition, it seeks to facilitate the clear expression of ideas, aid in the clear presentation of an argument, and assist in the appreciation of both oral and written discourse. In Year 2, students will complete Part Two, Reading Literary Texts, in preparation for the Individual Oral Commentary and Part Three, Reading Texts, in preparation for Paper Two of the IB written examination. In addition, students will prepare for IB Paper One, which is a Guided Literary Analysis of an unseen literary text. The course includes a range of written and oral assignments, work graded within the school and work that will be assessed externally by IB examiners.

IB ENGLISH A: LITERATURE HL, YEAR 2

Grade: 12 Length: second of 2 years Credit: 1.0

Prerequisite: IB English A: Literature HL, Year 1 (or school-approved equivalent) and teacher recommendation

Homework: HEAVY

For IB English A: Literature HL specifics:

http://www.ibo.org/globalassets/publications/recognition/1_languagea_hl_2011.pdf

This is the second year of a two-year course. The course aims to promote an appreciation of the subtleties of literary expression, develop an understanding of the techniques involved in literary criticism and lead to an appreciation of literary forms. In addition, it seeks to facilitate the clear expression of ideas, aid in the clear presentation of an argument, and assist in the appreciation of both oral and written discourse. In Year 2, students will complete Part Two, Reading Literary Texts, in preparation for the Individual Oral Commentary and Part Three, Reading Texts, in preparation for Paper Two of the IB written examination. In addition, students will prepare for IB Paper One, which is a Literary Commentary on an unseen literary text. The course includes a range of written and oral assignments, work graded within the school and work that will be assessed externally by IB examiners.

IB ENGLISH A: LANGUAGE & LITERATURE SL, YEAR 2

Grade: 12 Length: second of 2 years Credit: 1.0

Prerequisite: IB English A: Language & Literature SL, Year 1 (or school-approved equivalent)

Homework: MODERATE

For IB English A: Language & Literature SL specifics:

http://www.ibo.org/globalassets/publications/recognition/1_langlitlsl.pdf

This is the second year of the IB Language and Literature course and it seeks to develop the skills introduced and practised in the first year. In Year 2, students will complete further Units from Parts One and Two, reading and responding to a variety of nonfiction sources, genres and media. They will prepare for the IB Paper One exam (25%), which is an analysis of an unseen nonfiction text. They will also complete Part Three, reading two literary works (one originally written in English, one in translation) and preparing for the IB Paper Two exam (25%), which poses a choice of questions on those texts. In addition, students will complete additional further oral activities (15%) and written tasks (20%), before submitting their best pieces (from Year 1 or Year 2) for external IB assessment.

IB ENGLISH A: LANGUAGE & LITERATURE HL, YEAR 2

Grade: 12 Length: second of 2 years Credit: 1.0

Prerequisite: IB English A: Language & Literature HL, Year 1 (or school-approved equivalent) and teacher recommendation

Homework: HEAVY

For IB English A: Language & Literature HL specifics:

http://www.ibo.org/globalassets/publications/recognition/1_langlithl.pdf

This is the second year of the IB Language and Literature course and it seeks to develop the skills introduced/practised in the first year. In the first semester of Year 2, students will complete further units from Part One (Language in Cultural Context); Part Two (Language and Mass Communication), reading a variety of nonfiction texts, genres and media. They will prepare for the IB Paper One exam, which is a comparative analysis of two unseen texts. In the second semester, they will complete Part Three, and will read three literary works (two originally written in English, one in translation) and will prepare for the IB Paper Two exam, which requires students to write a comparative essay on those texts. In addition, students will complete additional further oral activities and written tasks, before submitting their best pieces for external IB assessment.

IB ENGLISH B HL YEAR 1

Grade: 11 Length: first of 2 years Credit: 1.0

Prerequisite: English 9 & 10 (or school-approved equivalent) and teacher, counselor and IB coordinator recommendation

Homework: Moderate

IB English B is a language acquisition course for students with some previous experience of learning the language but who are in no way proficient. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. Decisions on who qualifies for English B will include teacher, counselor and IB coordinator recommendations. Students in the course will study culture and its connection to the language, while at the same time expanding their language skills. Students are assessed both externally and internally. There are five prescribed themes for study: identities, experiences, human ingenuity, social organization, and sharing the planet. These themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The study of two literary works, originally written in the target language, is also a requirement at HL. Students are expected to understand fundamental elements of the literary works studied, such as themes, plot and characters. It must be emphasized that literary criticism is not an objective.

Students' abilities in listening and speaking in conversation format will be addressed through an interactive oral assessment, a listening comprehension assessment and a reading comprehension assessment.

Note: *Students who take English B are required to take an A level language course in a language in which they are proficient for the IB Diploma. [SSIS currently offers Korean, Mandarin and Vietnamese at A Level] and English B is only available at the Higher Level.*

SOCIAL STUDIES

The High School Social Studies 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 leads to an advanced level college preparatory program for 11th and 12th grade students. The Social Studies program offers IB courses at the standard and higher level in Geography, History, Economics, and Psychology. Students also have the option of taking AP Psychology, AP World History, and AP US History. The philosophy of the Social Studies department mirrors the IB learner profile and SSIS's core values (ESLRs). This philosophy 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.

GEOGRAPHY 9

Grade: 9 Length: 1 year Credit: 1.00
Prerequisite: None
Homework: LIGHT

Change in a variety of forms is happening all around us. Cultures are changing and mixing, and languages are disappearing. Economies are more closely tied to one another than ever, and multinational corporations are heavily influencing global trade. Meanwhile, hazards continue to threaten countries around the world and ecosystems increasingly need our protection. This course is particularly topical and relevant in our increasingly interconnected world. While covering the key content mentioned above, students will develop important skills such as interpreting maps, analyzing tables and graphs, ICT skills, researching, debating and producing written essays and reports. Successful students will be able to appreciate geographical issues from a range of perspectives.

AP HUMAN GEOGRAPHY

Grade: 9 Length: 1 year Credit: 1.0
Prerequisite: Teacher recommendation as well as an A from Grade 8 Social Studies.
Homework: MODERATE

AP Course Specific Link Below

<https://apcentral.collegeboard.org/pdf/ap-human-geography-course-description.pdf?course=ap-human-geography>

The AP Human Geography course is equivalent to an introductory college-level course in human geography. Human Geography can be defined simply as the study of human activities on the Earth's Surface, where they are and why they are there. These include understanding the concepts through the lenses of race, ethnicity, cities, governments, and regions. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students are required to take the AP examination upon completion of this course.

WORLD STUDIES 10

Grade: 10 Length: 1 year Credit: 1.00
Prerequisite: Geography 9
Homework: MODERATE

World Studies 10 is a course that explores the origins, developments, and consequences of the major global historical events of the last two and a half centuries. Following a chronological framework, these historical occurrences are examined through a wide variety of primary and secondary sources (including text, film, recorded sound, and artistic materials), using the tools of geography, economics, and psychology. This use of all the major Social Science disciplines trains students to view the past through lenses that will help them better understand the world of today. A culminating major project during the second half of the spring semester is a feature of the course that helps draw together the knowledge and skills developed throughout the course in a comprehensive way.

AP WORLD HISTORY

Grade: 10, 11, 12 Length: 1 year Credit: 1.0
Prerequisite: Teacher recommendation
Homework: HEAVY
AP Course Specific Link Below

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-world-history-course-overview.pdf>

Students in this course must learn to view history thematically. The AP World History course is organized around five overarching themes that serve as unifying threads throughout the course, helping students to relate what is particular about each time period or society to a “big picture” of history. The themes also provide a way to organize comparisons and analyze change and continuity over time. This is a rigorous and fast-paced course that requires substantial reading, writing, and discussion at a high analytical level. Students are required to take the AP examination upon completion of this course.

AP US HISTORY

Grade: 11, 12 Length: 1 year Credit: 1.0
Prerequisite: Teacher recommendation.
Homework: HEAVY
AP Course Specific Link Below

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-united-states-history-course-overview.pdf>

Advanced Placement United States History is a chronological and thematic survey course in United States history covering the time period from pre-Columbian America to contemporary America. The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

AP PSYCHOLOGY

Grade: 10, 11, 12 Length: 1 year Credit: 1.0

Prerequisite: Teacher recommendation

Homework: HEAVY

AP Course Specific Link Below

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-psychology-course-overview.pdf>

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. 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. This is a content-heavy, rigorous and fast-paced course that requires substantial reading, writing, and discussion at a high analytical level. Students are expected to utilize a wide variety of resources to understand course content and discover current research with a high degree of independence. Students are required to take the AP examination upon completion of this course.

AP ECONOMICS

Grade: 11, 12 Length: 1 year Credit: 1.0

Prerequisite: Teacher recommendation.

Homework: MODERATE to HEAVY

AP Course Specific Link Below

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-microeconomics-course-overview.pdf>

The AP course in microeconomics is designed to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, consumers, producers, and the role of government, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

The AP course in macroeconomics is designed to give student an introduction to content which focuses on the principles that apply to an economic system as a whole. The course centers on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

IB ECONOMICS SL, YEAR 1

Grade: 11 Length: first of 2 years Credit: 1.0

Prerequisite: Teacher recommendation

Homework: MODERATE

For more IB Economics SL specifics:

<http://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/economics-sl-2016-english-final-web.pdf>

The aim of this course is to introduce students to the main concepts and topics in Economics. In the SL course the students will be introduced to the theories of microeconomics (economic variables affecting individuals, firms and markets), and macroeconomics (economic variables affecting countries, governments and society). These economic theories are not studied in a vacuum. Rather, they are applied to real-world issues. Among the key economic concepts studied are: competitive markets, including supply and demand; elasticity; government Intervention in the marketplace and market failure, including externalities. In the macroeconomics section the concepts of national income, aggregate supply and demand and fiscal, monetary and supply-side policies will be covered.

IB ECONOMICS HL, YEAR 1

Grade: 11 Length: first of 2 years Credit: 1.0

Prerequisite: Teacher recommendation

Homework: MODERATE

For more IB Economics HL specifics:

<http://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/economics-hl-2016-english-final-web.pdf>

The aims and general objectives of this course are similar to the SL course but go into greater detail and, in some cases, deal with concepts not touched on in the SL course.

The most important of the topics studied in addition to the one listed in the SL course is the theory of the firm and market structures. This section of the course introduces the key business variables of cost, revenues and profit. This section is often referred to as “business economics” as it is the theoretical basis upon which key business decisions are made in the real world.

IB ECONOMICS SL, YEAR 2

Grade: 12 Length: second of 2 years Credit: 1.0

Prerequisite: IB Economics SL, Year 1 and teacher recommendation

Homework: MODERATE

For more IB Economics SL specifics:

<http://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/economics-sl-2016-english-final-web.pdf>

The third section of the IB economics course is titled ‘International Economics’. The starting point for this is to understand why international trade takes place and why it is so important. However, the contradiction of protectionism needs also to be understood both in its aims and its methods. Because trade does take place, the students need to understand the basic principle of the balance of payments accounts and the dynamics of exchange rates. Finally, the basic principles of economic integration are introduced.

In the final section of the IB economics course, the students are introduced to Development Economics. The key topics covered include, the challenge of measuring development, the role of international trade and Foreign Direct Investment, the problem of international debt, and the role that foreign aid and multilateral development plays in the economic development of nations. All students are required to take the IB SL Economics Examination.

IB ECONOMICS HL, YEAR 2

Grade: 12 Length: second of 2 years Credit: 1.0

Prerequisite: IB Economics HL, Year 1 and teacher recommendation

Homework: MODERATE

For more IB Economics HL specifics:

<http://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/economics-hl-2016-english-final-web.pdf>

As in Year One, HL economics students study the entire core syllabus in the SL course. They do extended study of the core subjects in addition to some topics not touched in the core. HL students also study the meaning and importance of the terms of trade and the significance of deterioration or improvement in the terms of trade. They also go into greater details in studying the structure of the balance of payments. This concept is further covered in the Development Economics section of the course and the HL students consider the effect of long term changes in the terms of trade on economically less developed countries. At the completion of the course all students are required to take the IB HL Economics Examination.

IB GEOGRAPHY SL, YEAR 1

Grade: 11 Length: first of 2 years Credit: 1.0

Prerequisite: Successful completion of World Studies 10.

Homework: MODERATE

For IB Geography SL specifics:

http://www.ibo.org/globalassets/publications/recognition/3_geosl.pdf

The IB geography course is considerable in its breadth and covers both human and physical geography. This new syllabus has a much greater focus on solutions and possibilities. This means more than ever that IB Geography not only teaches students about the world but aims to inspire a personal commitment towards resolving many of these issues. There are core topics looking at trends in population, resource use and climate change. In addition to these standard level students will cover an optional unit this year. Throughout the course, we will consider a wide variety of case studies from local, national, regional and international scales. While covering key content, students will develop geographical skills such as analyzing maps and graphs, researching, processing and interpreting data and information, locating elements on the earth's surface, and producing written materials

Please note: *This course involves one compulsory field trip (either during grade 11 or during grade 12) to allow students to collect data for their internal assessment. This has a cost associate, up to, but not exceeding \$400 USD.*

IB GEOGRAPHY HL, YEAR 1

Grade: 11 Length: first of 2 years Credit: 1.0

Prerequisite: Teacher recommendation

Homework: MODERATE

For more IB Geography HL specifics:

<http://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/geography/>

The IB geography course is considerable in its breadth and covers both human and physical geography. This new syllabus has a much greater focus on solutions and possibilities. This means more than ever that IB Geography not only teaches students about the world but aims to inspire a personal commitment towards resolving many of these issues. There are core topics looking at trends in population, resource use and climate change. In addition to these, higher level students will begin some of the higher level extension examining global interactions. Throughout the course, we will consider a wide variety of case studies from local, national, regional and international scales. While covering key content, students will develop geographical skills such as analyzing maps and graphs, researching, processing and interpreting data and information, locating elements on the earth's surface, and producing written materials including essays and reports.

Please note: *This course involves one compulsory field trip (either during grade 11 or during grade 12) to allow students to collect data for their internal assessment. This has a cost associate, up to, but not exceeding \$400 USD.*

IB GEOGRAPHY SL, YEAR 2

Grade: 12 Length: second of 2 years Credit: 1.0

Prerequisites: IB Geography SL, Year 1 and teacher recommendation

Homework: MODERATE

For IB Geography SL specifics:

<http://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/geography/>

Students begin their second year with a strong underpinning of key concepts and all the skills that are required to be successful for the course. Students undertake the chosen optional units this year. While covering key content, students will develop geographical skills such as interpreting, analyzing tables and graphs, undertaking statistical calculations, researching, processing and interpreting data, locating elements on the earth's surface, and producing written materials including essays and reports. IB Geography teaches students about the world and aims to inspire a personal commitment towards resolving many of these issues. At the completion of the course all students are required to take the IB SL Geography Examination.

Please note: *This course involves a compulsory field trip to allow students to collect data for their internal assessment. This has a cost associate, up to but not exceeding \$400 USD.*

IB GEOGRAPHY HL, YEAR 2

Grade: 12 Length: second of 2 years Credit: 1.0

Prerequisite: IB Geography HL, Year 1

Homework: MODERATE

For more IB Geography HL specifics:

http://www.ibo.org/globalassets/publications/recognition/3_geohl.pdf

Students begin their second year with a strong underpinning of key concepts and all the skills that are required to be successful for the course. Students undertake the chosen higher level optional units. Additionally, higher level students will also complete the extension material on global interactions. While covering key content, students will develop geographical skills such as interpreting, analyzing tables and graphs, undertaking statistical calculations, researching, processing and interpreting data, locating elements on the earth's surface, and producing written materials including essays and reports. IB Geography teaches students about the world and aims to inspire a personal commitment towards resolving many of these issues. At the completion of the course all students are required to take the IB HL Geography Examination.

Please note: *This course involves a compulsory field trip to allow students to collect data for their internal assessment. This has a cost associated, up to but not exceeding \$400 USD.*

IB HISTORY SL, YEAR 1

Grade: 11 Length: First of 2 Years Credit: 1.0

Prerequisite: Teacher recommendation

Homework: HEAVY

For more IB History SL specifics:

<http://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/history-sl-2016-english-final-web.pdf>

SL IB History is a two-year course that includes the following aims: First, the course acts to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. The course also encourages an understanding of the present through critical reflection upon the past. Furthermore, the course develops an understanding of the impact of historical developments at regional, national, and international levels. For Paper 1, students study the move to global war in Japan, Italy, and Germany. They develop the ability to evaluate historical sources, including speeches, documents, cartoons, photographs and films. For Paper 2, students undertake a study of the origins and development of authoritarian and single party states using Hitler's Germany and Mao's China. They develop essay writing skills, with an emphasis on the ability to develop and sustain an analysis of a historical issue or theme. The second Paper 2 topic examines the Cold War in Asia and Europe 1945-1991.

In addition, the SL students will research and write their IB Internal Assessment. Students each carry out a historical investigation of an issue in which they are able to demonstrate the application of their skills and knowledge. The students choose their own topic for investigation and they are encouraged to choose one that interests them personally. Their chosen topic does not have to be related to the historical areas studied in the course. At the completion of the course, all students are required to take the IB SL History Examination.

IB HISTORY OF ASIA AND OCEANIA HL, YEAR 1

Grade: 11 Length: First of 2 Years Credit: 1.0

Prerequisite: Teacher recommendation

Homework: HEAVY

For more IB History SL specifics:

<http://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/history-hl-2016-english-final-web.pdf>

HL IB History is a two-year course that includes the following aims: First, the course acts to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. The course also encourages an understanding of the present through critical reflection upon the past. Furthermore, the course develops an understanding of the impact of historical developments at regional, national, and international levels. For Paper 1, students study the move to global war in Japan, Italy, and Germany. They develop the ability to evaluate historical sources, including speeches, documents, cartoons, photographs and films. For Paper 2, students undertake a study of the origins and development of authoritarian and single party states using Hitler's Germany and Mao's China. They develop essay writing skills, with an emphasis on the ability to develop and sustain an analysis of a historical issue or theme. The second Paper 2 topic examines the Cold War in Asia and Europe 1945-1991.

IB History HL explores in greater depth the history of Asia over the course of the last century for the Paper 3 topics. Students will study the history of China and Korea from 1910-1950, the People's Republic of China up to 2005, as well as Cold War conflicts in Asia. These topics are interwoven into the Paper 2 topics to provide additional understanding of the materials. In addition, the HL students will research and write their IB Internal Assessment. Students each carry out a historical investigation of an issue in which they are able to demonstrate the application of their skills and knowledge. The students choose their own topic for investigation and they are encouraged to choose one that interests them personally. Their chosen topic does not have to be related to the historical areas studied in the course. At the completion of the course, all students are required to take the IB HL History Examination.

IB HISTORY SL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB History SL/HL Year 1 and teacher recommendation

Homework: HEAVY

For more IB History SL specifics:

<http://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/history-sl-2016-english-final-web.pdf>

SL IB History is a two-year course that includes the following aims: First, the course acts to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. The course also encourages an understanding of the present through critical reflection upon the past. Furthermore, the course develops an understanding of the impact of historical developments at regional, national, and international levels. For Paper 1, students study the move to global war in Japan, Italy, and Germany. They develop the ability to evaluate historical sources, including speeches, documents, cartoons, photographs and films. For Paper 2, students undertake a study of the origins and development of authoritarian and single party states using Hitler's Germany and Mao's China. They develop essay writing skills, with an emphasis on the ability to develop and sustain an analysis of a historical issue or theme. The second Paper 2 topic examines the Cold War in Asia and Europe 1945-1991.

In addition, the SL students will research and write their IB Internal Assessment. Students each carry out a historical investigation of an issue in which they are able to demonstrate the application of their skills and knowledge. The students choose their own topic for investigation and they are encouraged to choose one that interests them personally. Their chosen topic does not have to be related to the historical areas studied in the course. At the completion of the course, all students are required to take the IB SL History Examination.

IB HISTORY OF ASIA AND OCEANIA HL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB History HL, Year 1 and teacher recommendation

Homework: HEAVY

For more IB History HL specifics:

<http://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/history-hl-2016-english-final-web.pdf>

HL IB History is a two-year course that includes the following aims: First, the course acts to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. The course also encourages an understanding of the present through critical reflection upon the past. Furthermore, the course develops an understanding of the impact of historical developments at regional, national, and international levels. For Paper 1, students study the move to global war in Japan, Italy, and Germany. They develop the ability to evaluate historical sources, including speeches, documents, cartoons, photographs and films. For Paper 2, students undertake a study of the origins and development of authoritarian and single party states using Hitler's Germany and Mao's China. They develop essay writing skills, with an emphasis on the ability to develop and sustain an analysis of a historical issue or theme. The second Paper 2 topic examines the Cold War in Asia and Europe 1945-1991.

IB History HL explores in greater depth the history of Asia over the course of the last century for the Paper 3 topics. Students will study the history of China and Korea from 1910-1950, the People's Republic of China up to 2005, as well as Cold War conflicts in Asia. These topics are interwoven into the Paper 2 topics to provide additional understanding of the materials. In addition, the HL students will research and write their IB Internal Assessment. Students each carry out a historical investigation of an issue in which they are able to demonstrate the application of their skills and knowledge. The students choose their own topic for investigation and they are encouraged to choose one that interests them personally. Their chosen topic does not have to be related to the historical areas studied in the course. At the completion of the course, all students are required to take the IB HL History Examination.

IB PSYCHOLOGY SL, YEAR 1

Grade: 11 Length: First of 2 Years Credit: 1.0

Prerequisite: Teacher recommendation

Homework: HEAVY

For more IB Psychology SL specifics:

http://www.ibo.org/globalassets/publications/recognition/3_psychology_sl_2011.pdf

IB Psychology is a two year course which includes the following aims: First, students are expected to develop an understanding of the biological, cognitive and sociocultural influences on human behaviors. Students are also to develop an understanding of the diverse methods of psychological inquiry and ensure that ethical practices are upheld in psychological inquiry. Further, students are expected to develop an appreciation of alternative explanations of human behavior and an awareness of how psychological research can be applied for the benefit of human beings. Year one covers the Core, consisting of the biological, cognitive, and sociocultural approaches to understanding behavior. The year will end with students conducting their IA which involves the replication of a simple experiment. In addition to the Core, Psychology SL includes one option of further study.

IB PSYCHOLOGY HL, YEAR 1

Grade: 11 Length: First of 2 Years Credit: 1.0

Prerequisite: Teacher recommendation

Homework: HEAVY

For more IB Psychology HL specifics:

http://www.ibo.org/globalassets/publications/recognition/3_psychology_hl_2011.pdf

IB Psychology is a two year course which includes the following aims: First, students are expected to develop an understanding of the biological, cognitive and sociocultural influences on human behaviors. Students are also to develop an understanding of the diverse methods of psychological inquiry and ensure that ethical practices are upheld in psychological inquiry. Further, students are expected to develop an appreciation of alternative explanations of human behavior and an awareness of how psychological research can be applied for the benefit of human beings. Year one covers the Core, consisting of the biological, cognitive, and sociocultural approaches to understanding behavior. The year will end with students conducting their IA which involves the replication of a simple experiment. In addition to the Core, Psychology HL includes a qualitative research methodology component and two options for further study.



MATHEMATICS

The high school mathematics program is intended to provide students mathematical skills required for university study and life in the twenty-first century. The curriculum offers a sequence of foundation courses: Algebra 1, Geometry and Algebra 2/Trigonometry, which prepare students for IB and AP courses in grades 11 and 12 and university study after graduation.

ALGEBRA 1

Grade: 9, 10 Length: 1 Year Credit: 1.0
Special Requirement: TI-nspire CX Graphing Calculator
Prerequisite: Teacher recommendation
Homework: MODERATE

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 a variety of disciplines.

GEOMETRY

Grade: 9, 10, 11 Length: 1 Year Credit: 1.0
Prerequisite: Teacher recommendation and completion of Algebra 1
Homework: MODERATE
Special Requirement: TI-nspire CX Graphing Calculator

This course introduces students to deductive structure and proofs in mathematics. Students explore and discover geometric relationships and then use these truths to solve problems and create logical chains. Topics include triangles, congruency, quadrilaterals, polygons, similarity, circles, area of two-dimensional figures, surface area and volume of three-dimensional figures, transformations, geometric constructions, and coordinate geometry. Previously acquired algebraic skills and reasoning are utilized to explore and develop understanding of geometric relationships as well as to solve problems in a variety of geometric contexts.

ALGEBRA 2/TRIGONOMETRY

Grade: 10, 11, 12 Length: 1 Year Credit: 1.0
Prerequisite: Teacher recommendation and completion of Geometry
Homework: MODERATE to HEAVY
Special Requirement: TI-nspire CX Graphing Calculator

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, probability, and trigonometry. Extensive use is made of Texas Instruments TI-84 Plus graphing calculators.

IB MATHEMATICS: APPLICATIONS AND INTERPRETATION SL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Algebra 1 & Geometry

Homework: MODERATE

Special Requirement: TI-nspire CX Graphing Calculator

For more IB Mathematical Studies SL specifics:

http://www.ibo.org/globalassets/publications/recognition/5_mathstudiessl.pdf

This course is for students who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. The IBO suggests that Mathematics: Applications and Interpretation is designed for students who are interested in harnessing the power of technology alongside exploring mathematical models, and who enjoy the more practical side of mathematics. This course is developed from the current Mathematical Studies course with some topics from Mathematics SL.

IB MATHEMATICS: APPLICATIONS AND INTERPRETATION HL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Algebra 1 & Geometry

Homework: MODERATE to HEAVY

Special Requirement: TI-nspire CX Graphing Calculator

For more IB Mathematical Studies SL specifics:

http://www.ibo.org/globalassets/publications/recognition/5_mathstudiessl.pdf

This course is for students who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. The IBO suggests that Mathematics: Applications and Interpretation is designed for students who are interested in harnessing the power of technology alongside exploring mathematical models, and who enjoy the more practical side of mathematics. This course will be new content including elements of the current HL statistics and discrete topics.

IB MATHEMATICAL STUDIES SL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB Mathematical Studies SL, Year 1 and teacher recommendation

Homework: MODERATE

Special Requirement: TI-nspire CX Graphing Calculator

For more IB Mathematical Studies SL specifics: http://www.ibo.org/globalassets/publications/recognition/5_mathstudiessl.pdf

This course is the second year of the IB Mathematical Studies SL program. The course focuses on function and graphs. Quadratic, polynomial, and exponential functions are also studied. Further topics include: basic differential calculus, financial mathematics and formal logic. A written project (2,000 words in length) is a major part of the course. Students are required to take the IB Mathematical Studies SL exam at the completion of the course.

PRE-CALCULUS

Grade: 11, 12 Length: 1 Year Credit: 1.0

Prerequisite: Algebra 2/Trigonometry and teacher recommendation

Homework: MODERATE to HEAVY

Special Requirement: TI-nspire CX Graphing Calculator

This course is preparation for AP Calculus. It caters to students with a sound understanding of mathematical concepts and a competence in applying mathematical techniques. Topics include: logarithmic functions, rational functions, circular trigonometry, trigonometric functions, vectors, parametric equations, binomial theorem, probability, sequences and series, and introduction to calculus. Students investigate and explore mathematics independently. Emphasis is on a graphical approach with technology playing an extensive role.

IB MATHEMATICS: ANALYSIS AND APPROACHES SL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Algebra 1 & Geometry

Homework: MODERATE to HEAVY

Special Requirement: TI-nspire CX Graphing Calculator

For more IB Mathematics SL specifics:

http://www.ibo.org/globalassets/publications/recognition/5_mathsl.pdf

This course is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization. The IBO suggests that Mathematics: Analysis and Approaches is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; Mathematics: Analysis and Approaches SL will be a development from the current Mathematics SL course.

IB MATHEMATICS SL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB Mathematics SL, Year 1 and teacher recommendation

Homework: MODERATE to HEAVY

Special Requirement: TI-nspire CX Graphing Calculator

For more IB Mathematics SL specifics:

http://www.ibo.org/globalassets/publications/recognition/5_mathsl.pdf

This course is the second year of the IB Standard Level Math program. It caters to students with a sound understanding of mathematical concepts and a competence in applying mathematical techniques. The course further develops the material presented in IB SL 1 and presents topics of data analysis, differential calculus and integral calculus. Students are required to take the IB Mathematics SL exam at the completion of the course.

IB MATHEMATICS: ANALYSIS AND APPROACHES HL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Algebra 2/Trigonometry and Teacher Recommendation

Homework: HEAVY

Special Requirement: TI-nspire CX Graphing Calculator

For more IB Mathematics SL specifics:

http://www.ibo.org/globalassets/publications/recognition/5_mathhl.pdf

This course is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization.

The IBO suggests that Mathematics: Analysis and Approaches is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; Mathematics: Analysis and Approaches HL will be a development from the current Mathematics HL course.

IB MATHEMATICS HL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB Mathematics HL, Year 1 and teacher recommendation

Homework: HEAVY

Special Requirement: TI-nspire CX Graphing Calculator

For more IB Mathematics SL specifics:

http://www.ibo.org/globalassets/publications/recognition/5_mathhl.pdf

This course is the second year of the IB Higher Level Math program. It is a rigorous course intended for students with a high mathematical ability. Required topics include: Vectors, Parametric and Cartesian Equation. Probability and statistics. More advanced calculus topics (Optional topic for paper three) includes integration techniques, applications of integration, sequences and series, Taylor and Maclaurin series, first order differential equations, slope fields, Integral factor and homogenous differential equations, the Riemann Sum and fundamental theorem Calculus..

Students are required to complete an independent Mathematical Exploration investigating an area of mathematics at a high level for the IB Internal Assessment. Students are also required to take the IB Mathematics HL exam at the completion of the course.



AP CALCULUS AB

Grades: 11, 12 Length: 1 year Credit: 1.0
Prerequisite: Precalculus or teacher recommendation
Homework: HEAVY
Special Requirement: TI-nspire CX Graphing Calculator
AP Course Specific Link Below

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-calculus-ab-course-overview.pdf>

This is an introduction to differential and integral Calculus of functions of one real variable. Students will investigate the concept of a limit and its applications to numerical, algebraic, and graphical functions. The limit concept will serve as the basis for differential calculus and the development of rules for differentiation. Students will apply differentiation concepts to related rates problems, kinematics of particles, the mean value theorem and its applications, curve sketching, and linear approximation. Integral calculus topics include Riemann sums and the Fundamental Theorem of Calculus. These concepts will be used to find areas, volumes and surface of solids of revolution, among other applications to multiple representations of functions. Students will also investigate first order ordinary differential equations and various methods of solving them analytically, graphically, and numerically. Students are expected to take the AP Calculus AB exam at the end of the year.

AP CALCULUS BC

Grades: 11, 12 Length: 1 year Credit: 1.0
Prerequisite: Precalculus and teacher recommendation
Homework: HEAVY
Special Requirement: TI-nspire CX Graphing Calculator
AP Course Specific Link Below

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-calculus-bc-course-overview.pdf>

The Calculus BC course is roughly equivalent to the content of two semesters of college Calculus. The curriculum for this course includes all of the Calculus AB curriculum, but adds the calculus of polar and vector valued functions, more advanced integration methods, and a full unit on infinite series. As a result, this course runs at a faster pace than Calculus AB. Students will develop understanding of the concepts of differential and integral calculus in the context of numerical, algebraic, and graphical functions. Technology will be used to enhance student understanding and to help in solving problems in appropriate contexts. Students are expected to take the AP Calculus BC exam at the end of the year.

AP STATISTICS

Grades: 10, 11, 12 Length: 1 year Credit: 1.0
Prerequisite: Algebra 2 and teacher recommendation
Homework: HEAVY
Special Requirement: TI-nspire CX Graphing Calculator
AP Course Specific Link Below

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-statistics-course-overview.pdf>

AP Statistics course is designed to give students experience in learning and applying concepts of modern statistics. This includes an exploration of the tools available for collecting data, analyzing it, and drawing appropriate conclusions. The four themes in the AP Statistics course are exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students will use technology, investigations, problem solving, and writing to develop a conceptual understanding of the course content. Students are expected to take the AP Statistics exam at the end of the year.

SCIENCE

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 investigative activities in each course. Students will be expected to participate in the inquiry process, record and process both quantitative and qualitative data, draw conclusions, make inferences, communicate their experimental findings and reflect on their experiences. 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.

BIOLOGY

Grade: 9, 10, 11, 12 Length: 1 year Credit 1.0

Prerequisite: None

Homework: LIGHT

Biology provides a basic understanding of life science. The aim of this course is to familiarize students with the information and concepts that are the foundation of modern biological science using molecular, cellular, organismal and ecological approaches. Students are expected to have a basic life science background from their elementary and middle school years from which further depth can be explored. Students in this course will develop skills in reading, critical thinking, laboratory techniques and study habits essential for independent progress in science. To achieve these results, students will use a variety of scientific techniques and technologies to enhance and build their understanding of topics discussed in the classroom. 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.

CHEMISTRY

Grade: 9, 10, 11, 12 Length: 1 year Credit 1.0

Prerequisite: None

Homework: LIGHT to MODERATE

Chemistry is a one year course designed to provide a survey of inorganic and physical chemistry for all students. This course also provides the necessary background for those students who choose to pursue more advanced studies in chemistry at the IB or AP level. Topics studied in this course include atomic structure, chemical bonding, chemical reactions and chemical calculations, solution chemistry, thermochemistry, chemical kinetics, acids and bases, and electrochemistry. Quantitative reasoning skills are essential and thus developed and employed to provide scientific understanding of the various topics. 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.

PHYSICS

Grade: 9, 10, 11, 12 Length: 1 year Credit 1.0

Prerequisite: None

Homework: LIGHT to MODERATE

Physics is a subject concerned with understanding our observations of the world. It helps us determine the motion of objects, the reasons for apples falling and what the relationship is between the plug on your TV and the light coming out of it. Physics is more than boxes on slopes, and so requires you to be open minded or even creative in your approach to problems. The SSIS Physics course aims to give a foundational knowledge of two major areas, Mechanics and Energy. In both topics we cover basic knowledge such as Newton's Laws or Energy Conservation, but then utilize it in real situations. Part of this is a project in each semester, where you will have the choice of how to apply your knowledge to the real world. Physics requires some understanding of Algebra, although the content needed will be taught in class.

AP BIOLOGY

Grade: 10 (teacher recommendation) 11, 12 Length: 1 year Credit: 1.0

Prerequisite: Biology and Chemistry and teacher recommendation

Homework: HEAVY

AP Course Specific Link Below

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/13b-7589-AP-Biology-ADA-v0.1.pdf>

AP Biology is a college-level biology course that provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. 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 and laboratory techniques; 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. Students are required to take the AP Biology examination upon completion of this course.

AP CHEMISTRY

Grade: 11, 12 Length: 1 year Credit: 1.0

Prerequisite: Biology or Physics and Chemistry and teacher recommendation

Homework: HEAVY

AP Course Specific Link Below

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-chemistry-course-overview.pdf>

AP Chemistry is designed to meet the needs of students who wish to take a challenging course modeled after a typical first year college chemistry course. Its general purpose is to assist students in developing an understanding of the major themes and concepts that permeate the fascinating field of chemistry. Furthermore, it allows students to take the AP Chemistry exam for purposes of satisfying the general chemistry requirement of many college and university first year chemistry programs. AP Chemistry covers a wide range of topics including: modern atomic theory, bonding, quantitative chemistry, thermodynamics, acids and bases, electrochemistry, and more.

AP PHYSICS 1

Grade: 11, 12 Length: 1 year Credit: 1.0

Prerequisite: Physics, Chemistry, or Biology and teacher recommendations.

Homework: HEAVY

AP Course Specific Link Below

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-physics-1-course-and-exam-description.pdf>

AP Physics 1 a year long course that is equivalent to the first semester of a college introductory level physics class. Although it is the first year of a two year program that leads to AP Physics 2, students who take AP Physics 1 are not required to take AP Physics 2. There are separate AP exams for both AP Physics 1 and 2 at the conclusion of each course. The mathematics of the course is limited to algebra and basic trigonometry. A heavy emphasis is placed on laboratory work including inquiry based investigations. Topics include kinematics, dynamics, circular motion and gravitation, energy, momentum, electric charge and force, DC circuits, and mechanical waves.

IB BIOLOGY SL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Chemistry, Biology, or Physics and teacher recommendation

Homework: MODERATE

For more IB Biology SL specifics:

<http://www.ibo.org/globalassets/publications/recognition/biologysl2016englishw.pdf>

IB Biology SL Year 1 is the first part of a two year college level course. The course focuses on studying biology content, covering topics that range from cell and molecular biology to ecology and evolution. In addition to factual content, students will develop practical and analytical skills. These include critical thinking, data analysis, laboratory techniques, making predictions, drawing valid conclusions from scientific evidence, and evaluating hypotheses and theories. A minimum of forty hours of laboratory work is performed over the two year course, including six required practical activities and a 10 hour independent investigation into a biological topic of each student's choosing, to be completed in the second year. Students are required to take the IB examination upon completion of the second year of this course.

IB BIOLOGY SL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB Biology SL, Year 1 and teacher recommendation

Homework: MODERATE

For more IB Biology SL specifics:

<http://www.ibo.org/globalassets/publications/recognition/biologysl2016englishw.pdf>

IB Biology SL Year 2 is the second part of a two year college level course. The course focuses on studying biology content, covering topics that range from cell and molecular biology to ecology and evolution. These include critical thinking, data analysis, laboratory techniques, making predictions, drawing valid conclusions from scientific evidence, and evaluating hypotheses and theories. A minimum of forty hours of laboratory work is performed over the two year course, including six required practical activities and a 10 hour independent investigation into a biological topic of each student's choosing, to be completed in the second year. Students are required to take the IB Biology SL examination upon completion of this course.

IB BIOLOGY HL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Biology and Chemistry and teacher recommendation

Homework: HEAVY

For more IB Biology HL specifics:

<http://www.ibo.org/globalassets/publications/recognition/biologyhl2016englishw.pdf>

IB Biology HL Year 1 is the first part of a two year college level course. The course focuses on studying biology content in depth, covering topics that range from cell and molecular biology to ecology and evolution. In addition to factual content, students will develop practical and analytical skills. These include critical thinking, data analysis, laboratory techniques, making predictions, drawing valid conclusions from scientific evidence, and evaluating hypotheses and theories. A minimum of sixty hours of laboratory work is performed over the two year course, including seven required practical activities and a 10 hour independent investigation into a biological topic of each student's choosing, to be completed in the second year. Students are required to take the IB examination upon completion of the second year of this course.

IB BIOLOGY HL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB Biology HL, Year 1 and teacher recommendation

Homework: HEAVY

For more IB Biology HL specifics:

<http://www.ibo.org/globalassets/publications/recognition/biologyhl2016englishw.pdf>

IB Biology HL Year 2 is the second part of a two year college level course. The course focuses on studying biology content in depth, covering topics that range from cell and molecular biology to ecology and evolution. In addition to factual content, students will develop practical and analytical skills. These include critical thinking, data analysis, laboratory techniques, making predictions, drawing valid conclusions from scientific evidence, and evaluating hypotheses and theories. A minimum of sixty hours of laboratory work is performed over the two year course, including seven required practical activities and a 10 hour independent investigation into a biological topic of each student's choosing, to be completed in the second year. Students are required to take the IB examination upon completion of this course.

IB CHEMISTRY SL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Chemistry, Biology, or Physics and teacher recommendation

Homework: MODERATE to HEAVY

For more IB Chemistry SL specifics:

<http://www.ibo.org/globalassets/publications/recognition/chemistrysl2016englishw.pdf>

IB Chemistry SL Year 1 is the first part of a college preparatory course continuing through the senior year. It is designed to expand on the knowledge and experimental skills obtained in the general science courses (e.g., biology, chemistry, and physics). The course serves to prepare students for further study of pure and applied sciences in higher education. The course will help students develop the ability to analyze scientific literature and develop manipulative and experimental skills necessary to perform college level scientific investigations.

The experimental nature of chemistry is emphasized in practical work. 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. Topics to be discussed include: the foundations of chemistry, quantitative chemistry focusing on the mole concept, solution chemistry, gases, thermochemistry, atomic theory, and chemical bonding.

IB CHEMISTRY SL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB Chemistry SL, Year 1 and teacher recommendation

Homework: MODERATE to HEAVY

For more IB Chemistry SL specifics:

<http://www.ibo.org/globalassets/publications/recognition/chemistrysl2016englishw.pdf>

IB Chemistry SL Year 2 is a continuation of the Year 1 SL course. Further discussion of more advanced chemistry topics will be undertaken, including solids and liquids, chemical kinetics, chemical equilibrium, acids and bases, thermodynamics, electrochemistry, organic chemistry, and additional optional topics. Furthermore, students will be involved in more practical lab work. In the second year students will be expected to design their own experiments to test and evaluate the fundamental chemistry topics discussed in the program. A greater emphasis will be placed on independent practical work. Students are required to take the IB Chemistry SL exam at the completion of the course.

IB CHEMISTRY HL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Chemistry, Biology, or Physics and teacher recommendation

Homework: HEAVY

For more IB Chemistry HL specifics:

<http://www.ibo.org/globalassets/publications/recognition/chemistryhl2016englishw.pdf>

IB Chemistry HL Year 1 is the first part of a college preparatory course continuing through the senior year. It is designed to expand on the knowledge and experimental skills obtained in the general science courses (e.g., biology, chemistry, and physics). The course serves to prepare students for further study of pure and applied sciences in higher education. The course will help the student to develop the ability to analyze scientific literature and develop manipulative and experimental skills necessary to perform college level scientific investigations.

The experimental nature of chemistry is emphasized in practical work. 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. Topics to be discussed include: the foundations of chemistry, quantitative chemistry focusing on the mole concept, solution chemistry, gases, thermochemistry, atomic theory, and chemical bonding. Each of these topics will be explored in more detail and require a stronger quantitative analysis than is expected at the standard level.

IB CHEMISTRY HL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB Chemistry HL, Year 1 and teacher recommendation

Homework: HEAVY

For more IB Chemistry HL specifics:

<http://www.ibo.org/globalassets/publications/recognition/chemistryhl2016englishw.pdf>

IB Chemistry HL Year 2 is a continuation of the Year 1 HL course. Further discussion of more advanced chemistry topics will be undertaken, including solids and liquids, chemical kinetics, chemical equilibrium, acids and bases, thermodynamics, electrochemistry, organic chemistry, and additional optional topics. In addition, students will be involved in more practical lab work. In the second year students will be expected to design their own experiments to test and evaluate the fundamental chemistry topics discussed in the program. A greater emphasis will be placed on independent practical work. Students are required to take the IB Chemistry HL exam at the completion of the course.

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Teacher recommendation

Homework: MODERATE

For more IB ESS SL specifics: <http://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/envyr-systems-2016-english-final-web.pdf>

IB Environmental Systems and Societies SL Year 1 is the first year of a two-year college preparatory course that provides students with a coherent perspective on the environment. The emphasis is on scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. Field work and class lab time provides hands-on experiences. Owing to the interdisciplinary nature of the course, students will have the opportunity to draw on concepts from the natural sciences and apply this scientific understanding to political and social issues, and create TOK and CAS links. A range of topics is covered throughout year one including: foundations of environmental systems and societies, ecosystems and ecology, biodiversity and conservation, water and aquatic food production systems and societies. Students will critically examine and develop their own environmental value systems (EVS) and become acquainted with the diverse range of EVSs of people from different cultures and backgrounds. This class fulfills requirements for Group 4 or Group 3 requirements or both.

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB ESS SL, Year 2 and teacher recommendation

Homework: MODERATE

For more IB ESS SL specifics: <http://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/envyr-systems-2016-english-final-web.pdf>

IB Environmental Systems and Societies SL Year 2 is the culminating year of the two-year college preparatory course. Not unlike the first year, and again owing to the interdisciplinary nature of the course, students will have the opportunity to draw on concepts from the natural sciences and apply this scientific understanding to political and social issues. Topics covered in the second year of the program include: biodiversity and conservation, climate change and energy production, human systems and resource use. Following successful completion of the 2 year program, students will have developed a holistic understanding and appreciation for the complex interrelationships that exist between environmental systems and societies, and the vulnerability inherent within these relationships. This class fulfills requirements for Group 4 or Group 3 or both.

IB PHYSICS SL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Physics, Chemistry, or Biology and teacher recommendations.

Homework: MODERATE to HEAVY

For more IB Physics SL specifics:

<http://www.ibo.org/globalassets/publications/recognition/physics/2016englishw.pdf>

IB Physics SL Year 1 is the first year of a two-year college preparatory course. This course provides an overview of the principles of Physics and the nature of the universe. Topics include: Cosmology, Measurement, Data Analysis, Mechanics, Heat, Thermodynamics, Oscillations and Waves in one-dimension. The aims of the course are to prepare students for college level science and life as scientifically knowledgeable citizens. The course emphasizes experimentation and problem solving skills in the classroom and in the laboratory. It is assumed that the student has a working knowledge of algebra and trigonometry. A total of forty hours of practical laboratory work is performed over the two-year course. Students will be expected to design and carry out their own experiments to investigate physical relationships.

IB PHYSICS SL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB Physics SL, Year 1 and teacher recommendation

Homework: MODERATE to HEAVY

For more IB Physics SL specifics:

<http://www.ibo.org/globalassets/publications/recognition/physicssl2016englishw.pdf>

IB Physics SL Year 2 is a continuation of the Year 1 SL course. Second year topics include: Waves in two-dimensions, Optics, Atomic Physics, Nuclear Physics, Quantum Physics and Climate Change. The aims of the course are to prepare students for college level science and life as scientifically knowledgeable citizens. The course emphasizes experimentation and problem solving skills in the classroom and in the laboratory. A total of forty hours of practical laboratory work is performed over the two-year course. Students will be expected to design and carry out their own experiments to investigate physical relationships. Students are required to take the IB Physics SL exam at the completion of the course. During year two students will also complete their Internal Investigation, worth 20% of their final grade.

IB PHYSICS HL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Physics, Chemistry, or Biology and teacher recommendations.

Homework: HEAVY

For more IB Physics HL specifics:

<http://www.ibo.org/globalassets/publications/recognition/physicshl2016englishw.pdf>

IB Physics HL Year 1 is the first year of a two-year college level course. This course provides an in-depth study of the principles of Physics and the nature of the universe. Topics include: Cosmology, Measurement, Data Analysis, Mechanics, Heat, Thermodynamics, Oscillations and Waves in one-dimension. The aims of the course are to prepare students for college level science and life as scientifically knowledgeable citizens. The course emphasizes experimentation and problem solving skills in the classroom and in the laboratory. A total of sixty hours of practical laboratory work is performed over the two-year course. Students will be expected to design and carry out their own experiments to investigate physical relationships.

IB PHYSICS HL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB Physics HL, Year 1 and teacher recommendation

Homework: HEAVY

For more IB Physics HL specifics:

<http://www.ibo.org/globalassets/publications/recognition/physicshl2016englishw.pdf>

IB Physics HL Year 2 is a continuation of the Year 1 HL course. Second year topics include: Waves in two-dimensions, Optics, Atomic Physics, Nuclear Physics, Quantum Physics and Climate Change. The aims of the course are to prepare students for college level science and life as scientifically knowledgeable citizens. The course emphasizes experimentation and problem solving skills in the classroom and in the laboratory. A total of sixty hours of practical laboratory work is performed over the two year course. Students will be expected to design and carry out their own experiments to investigate physical relationships. Students are required to take the IB Physics HL exam at the completion of the course. During year two students will also complete their Internal Investigation, worth 20% of their final grade.

ENGINEERING & COMPUTER SCIENCE

The high school engineering and computer science programs provide students opportunities and experiences in programming concepts, design thinking, and robotics. While students do not need programming experience to take App Development, Robotics and Engineering Technology, or Web Development, projects in these courses will help students grow their skills regardless of level. All courses taught in this department are designated as elective credit.

APP DEVELOPMENT

Grade: 9, 10, 11, 12 Length: 1 semester or 1 year
Homework: LIGHT TO MODERATE

App Development students will learn to program iOS applications using the Swift programming language. This will include a series of projects designed to develop a student's programming skills based on his or her personal interest. Students will also develop an understanding of the app design and development process using Xcode and other programming tools. Course topics include event-driven programming, user interface design, using programming libraries, and managing data storage within and between applications. Completed projects will be posted to individual online portfolios.

WEB DEVELOPMENT

Grade: 9, 10, 11, 12 Length: 1 semester or 1 year
Homework: LIGHT to MODERATE

This course is an introduction to application programming and web development. Students do not need any prior programming experience or computer science background to be successful in the course. Students will be introduced to the fundamental concepts of procedural and object oriented programming in Javascript using sequencing, selection, and iteration. Students will also learn basic web design using HTML and CSS. Students will integrate their learning to design and develop custom graphics and animation embedded within interactive web pages and other projects. The foundational programming skills that students learn can be applied to learn other programming languages.

ROBOTICS AND ENGINEERING TECHNOLOGY

Grade: 9, 10, 11, 12 Length: 1 semester or 1 year
Homework: LIGHT TO MODERATE

In this course, students will be given a series of design challenges, each designed to acquaint them with a different aspect of engineering design and the use of technology to solve problems. Students will be acquainted with the design cycle and rapid prototyping to solve problems. This will include the engineering design cycle, rapid prototyping, and physical computing. Students will also gain experience with analog and digital design tools throughout the year. Students will develop their written, oral, and visual communication skills as they document their design processes both individually and in teams.

ADVANCED AUTOMATION

Grade: 10, 11, 12 Length: 1 year

Prerequisite: Robotics and Engineering Technology or Teacher Recommendation

Homework: MODERATE

This course will teach students to use programming, sensor systems, and electronic circuitry to build systems that operate without direct human involvement such as traffic signals, painting machines, or self driving robots. A focus will be on developing student understanding of physical components (e.g. motors, gears, actuators) and experience with programming tools (e.g. procedural programming, computer vision, or machine learning) in the design process. Students may choose to apply the knowledge they learn in this course to their involvement in the VEX robotics competition, entrepreneurship projects, and solving problems in the school community. Students are expected to have completed the Robotics and Engineering Technology course.

IB COMPUTER SCIENCE SL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0 (Science)

Prerequisite: Teacher recommendation

Homework: MODERATE to HEAVY

For more IB Computer Science SL specifics:

http://www.ibo.org/globalassets/publications/recognition/4_computersl.pdf

This course is the first year of the IB Standard Level Computer Science program and will be of interest to students who enjoy problem solving. The course focuses on developing student understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices work. Students do not need any prior programming experience or computer science background to be successful in the course. Topics include: system fundamentals, computational thinking, programming, and an optional topic (databases, modelling and simulation or web science). In Year 1, students begin their IB Internal Assessment, in which students find a client and define a computational solution to a problem the client presents. This class fulfills the IB Group 4 requirement.

IB COMPUTER SCIENCE HL, YEAR 1

Grade: 11 First of 2 years Credit: 1.0 (Science)

Prerequisite: Teacher recommendation

Homework: MODERATE to HEAVY

For more IB Computer Science HL specifics:

http://www.ibo.org/globalassets/publications/recognition/4_computersl.pdf

This course is the first year of the IB Higher Level Computer Science program and will be of interest to students who enjoy problem solving. The course focuses on developing student understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices work. While students do not need any prior programming experience or computer science background to be successful in the course, students selecting IB CS HL should have a basic understanding of computer programming to know that they will be interested in an in-depth study. This course builds upon the fundamental topics taught in IB Computer Science Standard Level Year 1. In addition to the topics and internal assessment described in the IB Computer Science SL course, students will study control systems, recursion, and abstract data structures. This class fulfills the IB Group 4 requirement.

IB COMPUTER SCIENCE SL, YEAR 2

Grade: 12 Second of 2 years **Credit: 1.0 (Science)**

Prerequisite: IB Computer Science SL, Year 1 and Teacher recommendation

Homework: MODERATE to HEAVY

For more IB Computer Science SL specifics:

http://www.ibo.org/globalassets/publications/recognition/4_computersl.pdf

This course is the second year of the IB Computer Science program. Students will further develop their system fundamentals, computational thinking and programming skills as they delve into the additional topics of computer organization and networking. Students are required to complete their development and documentation of the computational solution for the client identified in their Internal Assessment. Students are required to take the IB Computer Science exam at the completion of the course. This class fulfills the IB Group 4 requirement.

IB COMPUTER SCIENCE HL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0 (Science)

Prerequisite: IB Computer Science HL, Year 1 and Teacher recommendation

Homework: MODERATE to HEAVY

For more IB Computer Science HL specifics:

http://www.ibo.org/globalassets/publications/recognition/4_computersl.pdf

This course is the second year of the IB Computer Science program. Students will further develop their system fundamentals, computational thinking and programming skills as they delve into the additional topics of computer organization, networking, and resource management. Students will utilize the entire breadth of the computer science background and they will hone their research skills as they perform an in-depth study of the annual IB provided case-study. Similar to the SL course, students are required to complete their development and documentation of the computational solution for the client identified in their Internal



MODERN WORLD LANGUAGES

The goal of the Modern World Languages Department is to increase students' proficiency levels of the languages and their cultures to the furthest possible level that enables them to interact in a multicultural ,and foster a lifelong appreciation and critical thinking and strengthen the students' professional opportunities We recognize that SSIS students come from a variety of cultural and linguistic backgrounds, and that each student has different learning styles and needs. Our objective is for our students to become critical thinkers and independent learners, and we therefore provide them with the linguistic tools needed to manage unfamiliar material, both written and spoken.

GENERAL INFORMATION & REQUIREMENTS

Students must complete the required number of years of study in the same Modern World Language in order to graduate from SSIS. SSIS offers programs in Mandarin and Spanish two of the most widely-spoken languages in the world. In addition to Mandarin and Spanish, IB Korean and Vietnamese are offered at SSIS as a IB Language A course and self taught.

Students with no previous experience in Mandarin or Spanish, or who have completed only one year of study in these languages in middle school, enroll in level 1 in ninth grade. Students who have completed two years of Mandarin And Spanish in Middle School enroll in Level 2 in ninth grade. Students who have completed three years, enroll in Level 3. High school students transferring from other schools enroll in an appropriate level determined by an oral and written placement evaluation.

Please Note: Students will be placed into an appropriate level of language class according to the prescribed sequence of courses available at SSIS. For example, students who complete HS Spanish 1 will be placed in HS Spanish 2. In rare cases, students who demonstrate exceptional circumstances (such as completing an intensive language program over the summer) may be permitted to sit a placement test for a higher level. The Mandarin and Spanish courses offered at SSIS are not designed for students who use Mandarin and Spanish at home.

SPANISH 1

Grade: 9, 10, 11, 12 Length: 1 year Credit: 1.0

Prerequisite: Teacher recommendation

Homework: MODERATE

Spanish 1 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. It emphasizes personal and social communication using common vocabulary and basic grammatical structures. The course offers a framework for proficiency in the language and an appreciation of the cultures of the countries in which Spanish is spoken, so cultural information, including Spanish-speaking lands and peoples, is interwoven into this course. Texts, supplementary readings, audio/ video materials, and online sources are used to provide a rich and complete learning experience.

SPANISH 2

Grade: 9, 10, 11, 12 Length: 1 year Credit: 1.0

Prerequisite: Spanish 1, Middle School Spanish L2, or Middle School Spanish L3. Students may also be admitted based on teacher recommendation.

Homework: MODERATE

Spanish 2 focuses on building oral and written proficiency on daily topics with student-centered activities. Students continue to develop their skills in Spanish, mastering new vocabulary, learning more complex grammatical constructions and developing their listening and reading competencies. Increased use of authentic materials is employed for authentic communication as more sophisticated aspects of language and culture are explored, to help students understand the structure and syntax of the language as well as the culture of Spanish-speaking communities. Texts, supplementary readings, audio/ video materials, and online sources are used to provide a rich and complete learning experience.

SPANISH 3

Grade: 9, 10, 11, 12 Length: 1 year Credit: 1.0

Prerequisite: Spanish 2 , Middle School Spanish 3, and teacher recommendation

Homework: MODERATE

Students in Spanish 3 continue the study of Spanish, allowing them to use the language at an intermediate high level of proficiency. There are four areas of focus in the course: Person-to-Person Communication emphasizes the communication skills necessary to exchange information in Spanish with another person. Students will demonstrate their ability to initiate, sustain, and close a conversation or an interaction in written communication. Listening and Reading for Understanding consists of the communication skills needed to comprehend written and spoken Spanish. This area differs from the person-to-person strand in that these skills involve understanding one-way communication with no opportunity for clarification through interaction. Oral and Written Presentation centers around the skills needed to present information in Spanish either orally or in writing. These skills involve both spontaneous and prepared presentations. The fourth area of learning Spanish consists of understanding the links between language and culture. Students will develop an appreciation of the perspectives, practices, behaviors, and products of Spanish-speaking cultures such as art, architecture, and music.

SPANISH 4

Grade: 11, 12 Length: 1 year Credit: 1.0

Prerequisite: Spanish 3 and teacher recommendation

Homework: MODERATE to HEAVY

This is a language-learning course designed for students with sufficient previous learning of Spanish. The main focus is on language acquisition and development of language skills. Students will reach a high degree of competence in the language, learn how to communicate effectively in a number of situations and within the cultures where the language is spoken. By working with a wide range of authentic written and spoken texts and materials, students will develop and expand the four language skills: listening, reading, speaking and writing, as well their critical thinking skills. They will use the language daily to communicate clearly and effectively in diverse contexts for various purposes, using the appropriate register. They will use higher level thinking skills to respond appropriately to both oral and written language.

IB SPANISH AB INITIO, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: A student cannot take an IBDP Ab Initio course if the student has studied the language for more than two years or is a native speaker of the language. Students may also be admitted based on teacher

Homework: MODERATE

For more IB Language Ab Initio specifics:

http://www.ibo.org/globalassets/publications/recognition/2_langabinitiosl.pdf

This is a language acquisition course for students with little or no experience of the language. Students in Spanish Ab Initio will achieve communicative competence in a variety of everyday situations and will develop the ability to communicate about themselves and their immediate environment using basic vocabulary and sentence structures. The IB Spanish Ab Initio program focuses on a dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness. 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.

IB SPANISH AB INITIO, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB Spanish Ab Initio, Year 1

Homework: HEAVY

For more IB Language Ab Initio specifics:

http://www.ibo.org/globalassets/publications/recognition/2_langabinitiosl.pdf

This course is a continuation of Spanish Ab Initio Year 1. Students in Spanish Ab Initio Year 2 will continue to improve their communicative competence in a variety of everyday situations and prepare for the external examination. 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. Students express themselves about a variety of familiar topics, and deepen their understanding of Spanish-speaking communities by exploring stories, articles, poems, films, and other texts. All students who complete this course will be expected to sit the IB Spanish Ab Initio examination.

IB SPANISH B SL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Spanish 3 and teacher recommendation; Students cannot be native speakers of the language.

Homework: MODERATE TO HEAVY

For more Language B SL specifics:

http://www.ibo.org/globalassets/publications/recognition/2_langbsl.pdf

This is the first year of a language-learning course designed for students with sufficient previous learning of Spanish. The main focus is on language acquisition and development of language skills. Students will reach a high degree of competence in the language, learn how to communicate effectively in a number of situations and within the cultures where the language is spoken. By working with a wide range of authentic written and spoken texts and materials, students will develop and expand the four language skills: listening, reading, speaking and writing, as well their critical thinking skills. Students will use the language daily to communicate clearly and effectively in diverse contexts for various purposes, using the appropriate register. Students will use higher level thinking skills to respond appropriately to both oral and written language.

IB SPANISH B SL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB Spanish B SL, Year 1

Homework: HEAVY

For more Language B SL specifics:

http://www.ibo.org/globalassets/publications/recognition/2_langbsl.pdf

This course is a continuation of IB Spanish B SL. Students will continue reaching a high degree of competence in the language as well as exploring different aspects of the culture of the Spanish-speaking world. Students will prepare for the following External Assessments: Paper 1- Receptive skills, Paper 2 - Written productive skills, and a Written Assignment - receptive and written production skills. All students who complete this course will be expected to sit the IB Spanish B SL examination.

IB SPANISH B HL, YEAR 1

Grade: 11 Length: Second of 2 years Credit: 1.0

Prerequisite: Spanish 4 with A- or above is expected. Students may also be admitted based on teacher recommendation; Students cannot be native speakers of the language.

Homework: MODERATE TO HEAVY

For more Language B HL specifics:

http://www.ibo.org/globalassets/publications/recognition/2_langbhl.pdf

This course is a language acquisition course for students with advanced background in Spanish. There is a common syllabus at SL and HL (with literature as an additional component of the HL course). The differences between levels are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details, the assessment criteria, literature coverage and suggested teaching hours. Students with a high degree of competence in the language will explore in depth different aspects of the language and literature. All the language skills are studied through a range of texts and materials that 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. All students who complete this course will be expected to sit the IB Spanish B HL examination in year 2.

IB SPANISH B HL, YEAR 2

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: IB Spanish B HL Y1 and teacher recommendation.

Homework: HEAVY

For more Language B HL specifics:

http://www.ibo.org/globalassets/publications/recognition/2_langbhl.pdf

This course is a continuation of IB Spanish B HL Year 1. Students with a high degree of competence will explore language in a range of purposes and situations through 5 themes: identities, experiences, human ingenuity, social organization and sharing the planet. Spanish HL offers students opportunities to develop their receptive skills, written productive skills as well as cultural connections. All the language skills are studied through a range of texts and materials that enable an awareness of Spanish-speaking communities. Thoughtful discussion, written compositions and oral presentations will be fundamental components of this class. SL and HL are differentiated by teaching hours, the depth of syllabus coverage, the study of literature, the level of difficulty and the demands of the assessment criteria. All students who complete this course will be expected to sit the IB Spanish B HL examination.

MANDARIN 1

Grade: 9, 10, 11, 12 Length: 1 year Credit: 1.0

Prerequisite: Teacher recommendation

Homework: MODERATE

Mandarin 1 introduces students to the Mandarin language and helps them develop a basic proficiency in listening, speaking, reading, and writing; it also prepares them for further study of the language. It emphasizes personal and social communication using common vocabulary, basic grammatical structures and with the introduction of Chinese characters. The course offers a framework for proficiency in the language and an appreciation of the cultures of the countries in which Spanish is spoken, so cultural information, including Mandarin-speaking lands and peoples, is interwoven into this course. Texts, supplementary readings, audio/video materials, and online sources are used to provide a rich and complete learning experience.

MANDARIN 2

Grade: 9, 10, 11, 12 Length: 1 year Credit: 1.0

Prerequisite: Mandarin 1, Middle School Mandarin L2, or Middle School Mandarin L3. Students may also be admitted based on teacher recommendation.

Homework: MODERATE

Mandarin 2 focuses on building oral and written proficiency on daily topics with student-centered activities. Students continue to develop their skills in Mandarin, mastering new vocabulary, learning more complex grammatical constructions and developing their listening and reading competencies. Increased use of authentic materials is employed for authentic communication as more sophisticated aspects of language and culture are explored, to help students understand the structure and syntax of the language as well as the culture of Mandarin-speaking communities. Texts, supplementary readings, audio/video materials, and online sources are used to provide a rich and complete learning experience.

MANDARIN 3

Grade: 9, 10, 11, 12 Length: 1 year Credit: 1.0

Prerequisite: Mandarin 2 , Middle School Mandarin 3 and teacher recommendation

Homework: MODERATE

Students in Mandarin 3 continue the study of Mandarin, allowing them to use the language with an intermediate high level of proficiency. There are four areas of focus in the course: Person-to-Person Communication emphasizes the communication skills necessary to exchange information in Mandarin with another person. Students will demonstrate their ability to initiate, sustain, and close a conversation or an interaction in written communication. Listening and Reading for Understanding consists of the communication skills needed to comprehend written and spoken language. This area differs from the person-to-person strand in that these skills involve understanding one-way communication with no opportunity for clarification through interaction. Oral and Written Presentation centers around the skills needed to present information in Mandarin either orally or in writing. These skills involve both spontaneous and prepared presentations. The fourth area of learning Mandarin consists of understanding the links between language and culture. Students will develop an appreciation of the perspectives, practices, behaviors, and products of Mandarin-speaking communities such as art, architecture, and music.

MANDARIN 4

Grade: 10, 11, 12 Length: 1 year Credit: 1.0

Prerequisite: Mandarin 3 and teacher recommendation

Homework: MODERATE

This is a language-learning course designed for students with sufficient previous learning of Mandarin. The main focus is on language acquisition and development of language skills. Students will reach a high degree of competence in the language, learn how to communicate effectively in a number of situations and within the cultures where the language is spoken. By working with a wide range of authentic written and spoken texts and materials, students will develop and expand the four language skills: listening, reading, speaking and writing, as well their critical thinking skills. They will use the language daily to communicate clearly and effectively in diverse contexts for various purposes, using the appropriate register. They will use higher level thinking skills to respond appropriately to both oral and written language.

MANDARIN 5

Grade: 10 Length: 1 year Credit: 1.0

Prerequisite: Teacher recommendation

Homework: MODERATE

For Native Chinese Speakers

This course is intended to prepare students for IB Chinese Language & Literature in Grades 11 and 12. This one-year course will help students improve their understanding of IB Mandarin Language & Literature. The students will develop their reading and writing abilities, as well as their oral-presentation skills. The students will study a wide array of literary and non-literary texts. This study will be expanded to include an examination of varieties of writing styles and of literary techniques. The purpose of doing so is to enable students to skilfully evaluate those writing samples. The students will read both Mandarin and world novels as they explore various types of reading and writing. The kinds of literature will include novels, articles from magazines and newspapers, poetry, and prose. The students are expected to read and write independently outside of class time. They will also engage in studying texts from different periods in Chinese history. The aim of this course is to develop student use of their mother tongue as a vehicle to express literary analysis in written and oral language.

IB MANDARIN AB INITIO, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: A student cannot take an IB DP Ab Initio course if the student has studied the language for more than two years or is a native speaker of the language. Students may also be admitted based on teacher

Homework: MODERATE

For more IB Language ab initio specifics:

http://www.ibo.org/globalassets/publications/recognition/2_langabinitiosl.pdf

This is a language acquisition course for students with little or no experience of the language. Students in Mandarin Ab Initio will achieve communicative competence in a variety of everyday situations and will develop the ability to communicate about themselves and their immediate environment using basic vocabulary and sentence structures. The IB Mandarin Ab Initio program focuses on a dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness. 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.

IB MANDARIN AB INITIO, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB Mandarin Ab Initio, Year 1 and teacher recommendation

Homework: HEAVY

For more IB Language ab initio specifics:

http://www.ibo.org/globalassets/publications/recognition/2_langabinitiosl.pdf

This course is a continuation of Mandarin Ab Initio Year 1. Students in Mandarin Ab Initio Year 2 will continue to improve their communicative competence in a variety of everyday situations and prepare for the external examination. 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. Students express themselves about a variety of familiar topics, and deepen their understanding of Spanish-speaking communities by exploring stories, articles, poems, films, and other texts. All students who complete this course will be expected to sit the IB Mandarin Ab Initio examination.

IB MANDARIN B SL, YEAR 1

Grades : 11 Length: First of 2 years Credit: 1.0

Prerequisite: Mandarin 3 and teacher recommendation. Students cannot be native speaker of the language.

Homework: MODERATE TO HEAVY

For more Language B SL specifics:

http://www.ibo.org/globalassets/publications/recognition/2_langbsl.pdf

This is the first year of a language-learning course designed for students with sufficient previous learning of Mandarin. The main focus is on language acquisition and development of language skills. Students will reach a high degree of competence in the language, learn how to communicate effectively in a number of situations and within the cultures where the language is spoken. By working with a wide range of authentic written and spoken texts and materials, students will develop and expand the four language skills: listening, reading, speaking and writing, as well their critical thinking skills. Students will use the language daily to communicate clearly and effectively in diverse contexts for various purposes, using the appropriate register. Students will use higher level thinking skills to respond appropriately to both oral and written language.

IB MANDARIN B SL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB Mandarin B SL, Year 1 and teacher recommendation

Homework: HEAVY

For more Language B SL specifics:

http://www.ibo.org/globalassets/publications/recognition/2_langbsl.pdf

This course is a continuation of IB Mandarin B SL Year 1. Students in this course will continue learning and practicing Mandarin spontaneously in unfamiliar as well as familiar circumstances. The course concentrates on students' language receptive skills and written productive skills, and prepares students to take the IB Mandarin SL Exam later in the school year. All students who complete this course will be expected to sit the IB Mandarin B SL examination.

IB MANDARIN B HL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Mandarin 4 and teacher recommendation. Students cannot be native speaker of the language.

Homework: MODERATE TO HEAVY

For more Language B HL specifics:

http://www.ibo.org/globalassets/publications/recognition/2_langbhl.pdf

This course is a language acquisition course for students with advanced background in Mandarin. There is a common syllabus at SL and HL (with literature as an additional component of the HL course). The differences between levels are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details, the assessment criteria, literature coverage and suggested teaching hours. Students with a high degree of competence in the language will explore in depth different aspects of the language and literature. All the language skills are studied through a range of texts and materials that enable an awareness of the culture of Mandarin-speaking communities. Thoughtful discussion, written compositions and oral presentations will be fundamental components of this class. Students will maintain a portfolio of their pieces of writing. All students who complete this course will be expected to sit the IB Spanish B HL examination in year 2.

IB MANDARIN B HL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB Mandarin B HL Year 1 and teacher recommendation

Homework: HEAVY

For more Language B HL specifics:

http://www.ibo.org/globalassets/publications/recognition/2_langbhl.pdf

This course is a continuation of IB Mandarin B HL Year 1. Students with a high degree of competence will explore language in a range of purposes and situations through 5 themes: identities, experiences, human ingenuity, social organization and sharing the planet. Mandarin HL offers students opportunities to develop their receptive skills, written productive skills as well as cultural connections. All the language skills are studied through a range of texts and materials that enable an awareness of Chinese-speaking communities. Thoughtful discussion, written compositions and oral presentations will be fundamental components of this class. SL and HL are differentiated by teaching hours, the depth of syllabus coverage, the study of literature, the level of difficulty and the demands of the assessment criteria. All students who complete this course will be expected to sit the IB Mandarin B HL examination.

LANGUAGE A OPTIONS

Language A courses are designed to maintain and develop students' academic skill in their mother tongue. These courses focus on both writing and literature and are designed for native or near-native speakers of the language. Language A courses in grade 10 prepare a student for further study of the language as a Group 1 subject (studies in language and literature) within the IBDP (either as full diploma, bilingual candidates or course candidates).

KOREAN 10

Grade: 10 Credit: 1.0

Prerequisite: Teacher recommendation

Homework: MODERATE

For Native Korean Speakers

This course is intended to prepare students for IB Korean Language & Literature in Grades 11 and 12. This one-year course will help students improve their understanding of IB Korean Language & Literature. The students will develop their reading and writing abilities, as well as their oral-presentation skills. The students will study a wide array of literary and non-literary texts. This study will be expanded to include an examination of varieties of writing styles and of literary techniques. The purpose of doing so is to enable students to skilfully evaluate those writing samples. The students will read both Korean and world novels. The students will also engage in studying texts from different periods in Korean history. The aim of this course is to develop student use of their mother tongue as a vehicle to express literary analysis in written and oral language. This course does not require a high-level of Korean language. The students will explore various types of reading and writing. The kinds of literature will include novels, articles from magazines and newspapers, poetry, and prose. The students are expected to read and write independently outside of class time.

IB KOREAN A: LANGUAGE & LITERATURE SL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Teacher recommendation

Homework: MODERATE to HEAVY

For more Language and Literature A HL specifics:

http://www.ibo.org/globalassets/publications/recognition/1_langlitl.pdf

This is a course for Korean speakers whose Korean skills are beyond the level of the foreign learner stage. The course aims to promote an appreciation of the ways that meaning is constructed through the use of language in both literary and informational texts. Study will focus on the way the formal structure of texts, as well as culturally-defined reading habits, affect the meaning of texts. The texts studied encourage students to be more conscious of their own cultural and linguistic identities, and to be more aware of the way languages affect the individual and shape much of today's world.

This is the first of a two year course that aims to promote an appreciation of the ways that meaning is constructed through the use of language in both literary and nonfiction texts. Study will focus on the formal elements of texts, as well as the different contexts that shape a text's meaning. Students will work on their written and oral expression. In Year 1, students will complete units from Parts 1 and 2, Language in Cultural Context and Language and Mass Communication, reading a variety of nonliterary sources, genres and media. The assessments used to measure their progress in analyzing Parts 1 and 2 will include Further Oral Activities, Written Tasks, and Paper One. They will also complete Part 4, Literature: Critical Study, by reading and analyzing two literary works which will be assessed by the Individual Oral Commentary and a Written Task.

IB KOREAN A: LANGUAGE & LITERATURE SL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB Korean A: Language & Literature SL, Year 1 and teacher recommendation

Homework: MODERATE to HEAVY

For more Language and Literature A HL specifics:

http://www.ibo.org/globalassets/publications/recognition/1_langlitl.pdf

This is the second year of a two-year course. This is a course for Korean speakers whose Korean skills are beyond the level of the foreign learner stage and develops skills of textual analysis. Study will focus on the formal elements and culturally-defined contexts that shape a text's meaning. All students who complete this course are required to take the IB Korean A SL examination.

This is the second year of a two-year course. The course aims to promote an appreciation of the subtleties of literary expression, to develop an understanding of the techniques involved in literary criticism and to lead to an appreciation of literary forms. In addition, it seeks to facilitate the clear expression of ideas, aid in the clear presentation of an argument, and assist in the appreciation of both oral and written discourse. In Year 2, students will complete Part Two, Reading Literary Texts, in preparation for the Individual Oral Commentary and Part Three, Reading Texts, in preparation for Paper Two of the IB written examination. In addition, students will prepare for IB Paper One, which is a Guided Literary Analysis of an unseen literary text. The course includes a range of written and oral assignments, work graded within the school and work that will be assessed externally by IB examiners.

IB KOREAN A: LANGUAGE & LITERATURE HL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Teacher recommendation

Homework: HEAVY

IB Language & Literature HL course specifics:

http://www.ibo.org/globalassets/publications/recognition/1_langlithl.pdf

This is a course for Korean speakers whose Korean skills are beyond the level of the foreign learner stage and develops skills of textual analysis. Study will focus on the formal elements and culturally-defined contexts that shape a text's meaning.

This course aims to promote an appreciation of the ways that meaning is constructed through the use of language in both literary and nonfiction texts. Study will focus on the formal elements of texts, as well as the different contexts that shape a text's meaning. Students will work on their written and oral expression. In Year 1, students will complete units from Parts 1 and 2, Language in Cultural Context and Language and Mass Communication, reading a variety of nonfiction sources, genres and media. They will also prepare for Part 4, Literature: Critical Study, by reading and analyzing three literary works. These works are examined by the Individual Oral Commentary which takes place in Year 2. During Year 1, students will perform at least one Further Oral Activity and complete at least three IB Written Tasks.

IB KOREAN A: LANGUAGE & LITERATURE HL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0
Prerequisite: IB Korean A: Language & Literature HL, Year 1
Homework: HEAVY

IB Language & Literature HL course specifics:

http://www.ibo.org/globalassets/publications/recognition/1_langlithl.pdf

This is the second year of a two-year course. This is a course for Korean speakers whose Korean skills are beyond the level of the foreign learner stage and develops skills of textual analysis. Study will focus on the formal elements and culturally-defined contexts that shape a text's meaning. All students who complete this course are required to take the IB Korean A HL examination.

This is the second year of the IB Language and Literature course and it seeks to develop the skills introduced/practised in the first year. In the first semester of Year 2, students will complete further units from Part One (Language in Cultural Context); Part Two (Language and Mass Communication), reading a variety of nonfiction texts, genres and media. They will prepare for the IB Paper One exam, which is a comparative analysis of two unseen texts. In the second semester, they will complete Part Three, and will read three literary works (two originally written in English, one in translation) and will prepare for the IB Paper Two exam, which requires students to write a comparative essay on those texts. In addition, students will complete additional further oral activities and written tasks, before submitting their best pieces for external IB assessment.

IB MANDARIN A: LANGUAGE AND LITERATURE SL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0
Prerequisite: Teacher recommendation
Homework: MODERATE to HEAVY
For IB English A: Language and Literature SL specifics:

http://www.ibo.org/globalassets/publications/recognition/1_langlitsl.pdf

This is the first of a two year course designed for native Mandarin speakers that aims to promote an appreciation of the ways that meaning is constructed through the use of language in both literary and nonfiction texts. Study will focus on the formal elements of texts, as well as the different contexts that shape a text's meaning. Students will work on their written and oral expression. In Year 1, students will complete units from Parts 1 and 2, Language in Cultural Context and Language and Mass Communication, reading a variety of nonliterary sources, genres and media. The assessments used to measure their progress in analyzing Parts 1 and 2 will include Further Oral Activities(FOA), Written Tasks, and Paper One. They will also complete Part 4, Literature: Critical Study, by reading and analyzing two literary works which will be assessed by the Individual Oral Commentary(IOC) and a Written Task. The IOC, worth 15% of the IB grade for this course, is complete at the end of Year 1. Though they will not finalize work on Paper 1 (25%) or FOAs (15%) or written tasks (20%) until their senior year, the work done in junior year does count toward successful completion of 60% of their IB assessment score.

IB MANDARIN A: LANGUAGE AND LITERATURE HL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Teacher recommendation

Homework: HEAVY

For IB English A: Language and Literature HL specifics:

http://www.ibo.org/globalassets/publications/recognition/1_langlithl.pdf

This course aims to promote an appreciation of the ways that meaning is constructed through the use of language in both literary and nonfiction texts for native Mandarin speakers. Study will focus on the formal elements of texts, as well as the different contexts that shape a text's meaning. Students will work on their written and oral expression. In Year 1, students will complete units from Parts 1 and 2, Language in Cultural Context and Language and Mass Communication, reading a variety of nonfiction sources, genres and media. They will also prepare for Part 4, Literature: Critical Study, by reading and analyzing three literary works. These works are examined by the Individual Oral Commentary which takes place at the end of Year 1. By the end of Year 1, students will therefore have their IOC score (15% of final score, marked internally although externally moderated); perform at least one Further Oral Activity (potentially another 15% of their final score, marked internally); have done at least one practice Paper One (their final in senior year is marked externally and worth 25% of their score) and complete at least three IB Written Tasks, both types, creative and analytical (senior year students submit one of each for external scoring, worth 20% combined towards final score).

IB MANDARIN A: LANGUAGE AND LITERATURE SL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: Teacher recommendation

Homework: MODERATE to HEAVY

For IB English A: Language and Literature SL specifics:

http://www.ibo.org/globalassets/publications/recognition/1_langlitsl.pdf

This is the second of a two year course designed for native Mandarin speakers that aims to promote an appreciation of the ways that meaning is constructed through the use of language in both literary and nonfiction texts. Study will focus on the formal elements of texts, as well as the different contexts that shape a text's meaning. Students will work on their written and oral expression. In the first semester of year 2, students will complete Part 2 - Language and Mass Communication for the additional Further Oral Activity (FOA) and in preparation for the IB Paper One exam. In the second semester, Students will complete part 3 - Literature: Critical Study in preparation for the IB Paper Two examination.

IB MANDARIN A: LANGUAGE AND LITERATURE HL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: Teacher recommendation

Homework: HEAVY

For IB English A: Language and Literature HL specifics:

http://www.ibo.org/globalassets/publications/recognition/1_langlithl.pdf

This is the second year of a two year course designed for native mandarin speakers that aims to promote an appreciation of the ways that meaning is constructed through the use of language in both literary and nonfiction texts for native Mandarin speakers. Study will focus on the formal elements of texts, as well as the different contexts that shape a text's meaning. Students will work on their written and oral expression. In the first semester of Year 2, students will complete further units from Part 1 - Language in Cultural Context and Part 2 - Language and Mass Communication, reading a variety of nonfiction texts, genres and media in preparation for the IB Paper one exam. In the second semester, students will complete Part 3 - Text and Context by learning three literature works in preparation for the IB Paper Two exam. In addition, students will complete additional Further Oral Activities(FOA) and Written tasks, and will choose their best pieces for external IB assessment.

VIETNAMESE 10

Grade: 10 Credit: 1.0

Prerequisite: Teacher recommendation

Homework: MODERATE

For Native Vietnamese Speakers

This course is intended to prepare students for IB Vietnamese Literature in Grades 11 and 12. This one-year course will help students improve their understanding of IB Vietnamese Literature. The students will develop their reading and writing abilities, as well as their oral-presentation skills. The students will study a wide array of literary and non-literary texts. This study will be expanded to include an examination of varieties of writing styles and of literary techniques. The purpose of doing so is to enable students to skilfully evaluate those writing samples. The students will read both Vietnamese and world novels. The students will also engage in studying texts from different periods in Vietnamese history. The aim of this course is to develop student use of their mother tongue as a vehicle to express literary analysis in written and oral language. This course does not require a high-level of Vietnamese language. The students will explore various types of reading and writing. The kinds of literature will include novels, articles from magazines and newspapers, poetry, and prose. The students are expected to read and write independently outside of class time.

IB VIETNAMESE A: LITERATURE SL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Teacher recommendation

Homework: MODERATE to HEAVY

For IB English A: Literature SL specifics:

http://www.ibo.org/globalassets/publications/recognition/1_languagea_sl_2011.pdf

This is the first year of a two-year course. The course aims to promote an appreciation of the subtleties of literary expression, develop an understanding of the techniques involved in literary criticism and lead to an appreciation of literary forms. In addition, it seeks to facilitate the clear expression of ideas, to aid clear presentation of argument, and to assist in the appreciation of both oral and written discourse. In Year 1, students will complete Parts Four and One of the IB Course, studying a total of six works. Assessments will include the Individual Oral Presentation (graded within the school and moderated externally by the IBO) and an Essay on Works in Translation (externally assessed by IB examiners).

IB VIETNAMESE A: LITERATURE HL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Teacher recommendation

Homework: HEAVY

For IB English A: Literature HL specifics:

http://www.ibo.org/globalassets/publications/recognition/1_languagea_hl_2011.pdf

This is a course for Vietnamese speakers whose Vietnamese skills are beyond the level of the foreign learner stage and develops skills of textual analysis. This is the first year of a two-year course. The course aims to promote an appreciation of the subtleties of literary expression, develop an understanding of the techniques involved in literary criticism and lead to an appreciation of literary forms. In addition, it seeks to facilitate the clear expression of ideas, to aid clear presentation of argument, and to assist in the appreciation of both oral and written discourse. In Year 1, students will complete Parts Four and One of the IB Course, studying a total of six works. Assessments will include the Individual Oral Presentation (graded within the school and moderated externally by the IBO) and an Essay on Works in Translation (externally assessed by IB examiners).

IB SELF-TAUGHT LANGUAGE SL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Consultation with IB coordinator and possible placement test.

Homework: MODERATE to HEAVY

The IB School-Supported Self-taught Language course is designed for all those students whose strongest language (mother tongue) is not offered as an IB subject at SSIS (e.g. Indonesian, Russian, Malaysian, Vietnamese etc.). Those students can choose to study their mother tongue as a self-taught language. Students will be required to find a private tutor who will teach them in their mother tongue privately, outside of normal classes, and work with them for the IB exams. The curriculum for this course is the same as that of the Language A: Literature SL course taught at SSIS, with the exception that the works of literature chosen are different.

Study will focus on the analysis and appreciation of literary expression in novels, poems and short stories. Students will perform oral presentations and produce written essays and commentaries that are assessed by SSIS teachers as well as IB examiners.

Student following the Self-Taught language course will be scheduled a block in which they can study the course. Students enrolled in IB Self-Taught Language will earn a pass/fail grade for credit. This grade in IB Self-Taught Language will not impact a student's overall GPA.

IB SELF-TAUGHT LANGUAGE SL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB Self-Taught Language SL, Year 1

Homework: MODERATE to HEAVY

The IB School-Supported Self-taught Language course is designed for all those students whose strongest language (mother tongue) is not offered as an IB Language A subject at SSIS (e.g. Indonesian, Russian, Malaysian, Vietnamese, etc.). Those students can choose to study their mother tongue as a self-taught language. Students will be required to find a private tutor who will teach them in their mother tongue privately, outside of normal classes, and work with them for the IB exams. The curriculum for this course is the same as that of the Language A: Literature SL course taught at SSIS, with the exception that the works of literature chosen are different.

Study will focus on the analysis and appreciation of literary expression in novels, poems and short stories. Students will perform oral presentations and produce written essays and commentaries that are assessed by SSIS teachers as well as IB examiners.

Student following the Self-Taught language course will be scheduled a block in which they can study the course. Students enrolled in IB Self-Taught will earn a pass/fail grade for credit. This grade in IB Self-Taught Language will not impact a student's overall GPA.

STUDENT SUPPORT

South Saigon International School recognizes that our students are all unique with different learning styles and needs and that some students are in need of extra support in order to meet the demands of our school. Student Support services enables students to gain better access of the learning targets through specially designed programs for students learning English and students with special educational needs.

EAL 9 (ENGLISH AS AN ADDITIONAL LANGUAGE)

Grade: 9 Length: 1 year Credit: 1.0
Prerequisite: Administrative/counselor approval
Homework: LIGHT to MODERATE

English as an Additional Language uses the content of core classes, as well as activities tailored to each student's areas of need, to help non-native English speakers practice and develop the English language skills necessary for success in high school. EAL supports the linguistic challenges of subjects like English, Social Studies, and Science. Students who take this class will learn to write and speak with more clarity, as well as read and listen with increased comprehension. They will build their academic vocabulary and improve their grammar and mechanics. EAL is graded on a Pass / Fail basis.

Our counselors will work with students placed in EAL 9 to determine their best scheduling options.

EAL 10 (ENGLISH AS AN ADDITIONAL LANGUAGE)

Grade: 10 Length: 1 year Credit: 1.0
Prerequisite: Administrative/counselor approval
Homework: LIGHT to MODERATE

English as an Additional Language uses the content of core classes, as well as activities tailored to each student's areas of need, to help non-native English speakers practice and develop the English language skills necessary for success in high school. EAL supports the linguistic challenges of subjects like English, Social Studies, and Science. Students who take this class will learn to write and speak with more clarity, as well as read and listen with increased comprehension. They will build their academic vocabulary and improve their grammar and mechanics. EAL is graded on a Pass / Fail basis.

Our counselors will work with students placed in EAL 10 to determine their best scheduling options.

LEARNING STRATEGIES 9

Grade: 9 Length: 1 year Credit: 1.0
Prerequisite: Administrative/counselor approval
Homework: LIGHT

This is an individualized course designed to support students in accordance to their Learning Support Plan. Students in this course receive small group structured guidance to work on individual goals for improving study skills, organization and time management that help them progress towards independent, self-directed learning. During class time, students learn to better prepare for their courses learning targets by practicing and applying specific study skills and strategies, reviewing concepts taught in their core classes, and strengthening their math, reading and writing skills according to their individual learning needs. Additionally, the learning support teacher regularly conferences with students and monitors students closely, in order to ensure their success. Learning Strategies is an elective credit that is graded on a Pass/Fail basis. Students may exit the program based on academic achievement, and recommendations by teachers.

Students in Learning Strategies take this course in lieu of their Study Hall, Modern World Language, or Fine Art course.

LEARNING STRATEGIES 10

Grade: 10 Length: 1 year Credit: 1.0
Prerequisite: Administrative/counselor approval
Homework: LIGHT

This is an individualized course designed to support students in accordance to their Learning Support Plan. Students in this course receive small group structured guidance to work on individual goals for improving study skills, organization and time management that help them progress towards independent, self-directed learning. During class time, students learn to better prepare for their courses learning targets by practicing and applying specific study skills and strategies, reviewing concepts taught in their core classes, and strengthening their math, reading and writing skills according to their individual learning needs. Additionally, the learning support teacher regularly conferences with students and monitors students closely, in order to ensure their success. Learning Strategies is an elective credit that is graded on a Pass/Fail basis. Students may exit the program based on academic achievement, and recommendations by teachers.

Students in Learning Strategies take this course in lieu of their Study Hall, Modern World Language, or Fine Art course.

LEARNING STRATEGIES 11/12

Grade: 11 Length: 1 semester-1 year Credit: 1.0
Prerequisite: Administrative/counselor approval
Homework: LIGHT

This is an individualized course designed to support students in accordance to their Learning Support Plan. Students in this course receive small group structured guidance to work on individual goals for improving study skills, organization and time management that help them progress towards independent, self-directed learning. Students may exit the program based on academic achievement, and recommendations by teachers.

Students in Learning Strategies take this course in lieu of their Study Hall.

FINE AND PERFORMING ARTS

The Fine and Performing Arts represent human expression and creativity over centuries of change. Fine and Performing Arts courses at SSIS focus on developing skills and knowledge through a practical, enquiry-based experience of Music, Theater and Visual Arts.

Our Fine and Performing Arts program aims to be exciting and stimulating while encouraging students to be active learners. A range of diverse, authentic activities provides opportunities for discovering talents and developing transferable life skills regardless of experience, social status or cultural background.

At SSIS, Fine and Performing Arts students learn to interpret and derive meaning from works of drama, music and visual art through hearing, reading, viewing, creating, exploring, sharing, presenting, performing and experiencing as members of an audience.

ART 1 - ART FOUNDATIONS

Grade: 9, 10, 11, 12 Length: 1 year Credit: 1.0

Prerequisite: None

Homework: LIGHT

In Art Foundations, students are introduced to various concepts, methods and media, with a focus on two-dimensional (2D) media. The course stresses disciplined draftsmanship and craftsmanship while analyzing forms, structures and context. The course will include an in-depth study of the elements and principles of design, major art movements, and an introduction to design strategies. In the first semester, students will do mostly observational, gesture, shading and contour drawing and mark-making. Eventually they will create imaginative drawings using symbolism and perspective. Students will become proficient in perceiving values and tones, lights and shadows, colors, perspectives, negative spaces, textures and patterns. In the second semester, students will focus on painting, 3D forms and related media while studying different design strategies and art movements. They produce works individually and collaboratively while 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 learn how to speak and write about art and complete a self-reflection as part of formal assessment. Students participate in the large scale art show at the end of the year and required to perform a task that helps with the organization of the show.

ART 2 - INTERMEDIATE ART

Grade: 10, 11, 12 Length: 1 year Credit: 1.0

Prerequisite: Art 1: Teacher recommendation

Homework: LIGHT

This course is a preparatory course for higher level subjects such as IB Visual Arts and AP Studio Art. Emphasis is placed on making connections between art and other disciplines, and at the same time integrating art-making with investigation. Units of study focus on challenging each student to explore various themes, prompts, and design questions. Students investigate art with its function, role in history, design, society, culture, science, architecture, commerce, technology and current issues. The completion of their investigation workbooks is an integral part of the course. Students document and investigate the processes relevant to their work using these digital portfolios. Students participate in the large scale art show at the end of the year and required to perform a task that helps with the organization of the show.

ART 3 - ADVANCED ART

Grade: 11, 12 Length: 1 year Credit: 1.0
Prerequisite: Teacher recommendation
Homework: LIGHT to MODERATE

Advanced Art is a Pre-AP course. Students focus on the acquisition of skills, techniques and processes in drawing and mark making. At the same time, they also explore, learn, manipulate and apply the different principles of design together with various image development strategies on different elements. Students are expected to respond to given design problems using specialized media. Students learn how to document, explore and respond creatively to a given theme revolving around historical, cultural and contemporary issues. Units of study challenge students to explore various themes and design questions. Students participate in the large scale art show at the end of the year and required to perform a task that helps with the organization of the show.

IB VISUAL ARTS SL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0
Prerequisite: None
Homework: MODERATE

For IB Visual Arts SL course specifics: <http://www.ibo.org/globalassets/publications/recognition/visalartssl2016englishw.pdf>

IB Visual arts SL, Year 1 is the first year of a two-year college level portfolio based course. There are three equal interrelated areas covered in this course: visual arts in context, communicating visual arts and visual arts methods. This two-year course is designed to enable students to develop their knowledge of visual arts and allow for individual exploration of the core syllabus. Evaluation is based on three components: comparative studies, process portfolio and exhibition portfolio. In the first semester, students will explore art making in at least two art forms using their sketchbooks. At the end of semester 1, students will submit at least 10 selected digital screens. The comparative study will commenced at the beginning of second quarter. Students will choose 3 objects, artworks or artifacts from at least two contrasting cultures. During the second semester, students will begin their exhibition portfolio. At the end of Year 1, students are expected to submit the first draft of their comparative study and process portfolios and at least 3 finished art pieces for their exhibition portfolio.

IB VISUAL ARTS SL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0
Prerequisite: IB Visual Arts SL, Year 1
Homework: MODERATE

For IB Visual Arts SL course specifics: <http://www.ibo.org/globalassets/publications/recognition/visalartssl2016englishw.pdf>

In Year 2, SL students are expected to continue their three portfolio; comparative study, process and exhibition portfolios. During this time, students will be working individually to produce them. In the first semester, SL students will review, peer and group assess their comparative study. They will complete and submit the final comparative and process portfolio at the end of semester 1 were they will have mock exhibition and interview. SL students will produce at least 4-5 quality pieces of artworks in the entire year. At the end of quarter 3, students will curate their own exhibition and submit a curatorial rationale complete with exhibition texts. The final exhibition portfolio will be the chosen 7 quality pieces at the end of this two year course.

IB VISUAL ARTS HL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0

Prerequisite: Teacher recommendation

Homework: HEAVY

For IB Visual Arts HL course specifics: <http://www.ibo.org/globalassets/publications/recognition/visualartsh-12016englishw.pdf>

IB Visual arts HL, Year 1 is the first year of a two-year college level portfolio based course. There are three equal interrelated areas covered in this course: visual arts in context, communicating visual arts and visual arts methods. This two-year course is designed to enable students to develop their knowledge of visual arts and allow for individual exploration of the core syllabus. Evaluation is based on three components: comparative studies, process portfolio and exhibition portfolio. In the first semester, students will explore art making in at least three art forms using their sketchbooks. At the end of semester 1, students will submit 10-15 selected digital screens. The comparative study will commenced at the beginning of second quarter. Students will choose 3 objects, artworks or artifacts from at least two contrasting cultures, additionally they will provide additional 5 slides that demonstrate how their comparative study inspired their art making. During the second semester, students will begin their exhibition portfolio. At the end of Year 1, students will submit the first draft of their comparative study and process portfolios and at least 5 finished art pieces for their exhibition portfolio.

HL students are also expected to dedicate an ample amount of time each week outside of class to work on the required number of pieces. A ratio of 1:1 is recommended: for every hour of class work, a student should plan on spending an hour on artwork outside of class.

IB VISUAL ARTS HL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0

Prerequisite: IB Visual Arts HL, Year 1

Homework: HEAVY

For IB Visual Arts HL course specifics: <http://www.ibo.org/globalassets/publications/recognition/visualartsh-12016englishw.pdf>

In Year 2, HL students are expected to continue their three portfolio; comparative study, process and exhibition portfolios. During this time, students will be working individually to produce them. In the first semester, HL students will review, peer and group assess their comparative study. They will complete and submit the final comparative and process portfolio at the end of semester 1 were they will have mock exhibition and interview. HL students will produce at least 5-7 quality pieces of artworks in the entire year. At the end of quarter 3, students will curate their own exhibition and submit a curatorial rationale that explain the selection of artworks and how they considered their audience. Each artwork must be accompanied by exhibition texts. The final exhibition portfolio will be the chosen 9-11 quality pieces at the end of this two year course.

HL students are expected to dedicate an ample amount of time each week time outside of class to work on the required number of pieces. A ratio of 1:1 is recommended: for every hour of class work, a student should plan on spending an hour on artwork outside of class.

AP STUDIO ART: 2D DESIGN

Grade: 12 Length: 1 year Credit: 1.0

Prerequisite: Teacher recommendation

Homework: HEAVY

For AP Studio Art 2d Design course specifics:

<http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-studio-art-course-overview.pdf>

This is an advanced art course that students can take to build an Advanced Placement 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 the AP Studio Art Design course revolves around the principles of design and creative manipulation of these elements. The completion of original projects, craftsmanship, and the creative process are essential. In the first semester, students complete their breadth portfolio. These 12 artworks demonstrate knowledge and understanding of the elements and principles of design, versatility of techniques, concepts, skills and approaches. This breadth portfolio will be exhibited at the end of semester 1.

During semester 2, students complete their concentration portfolio based on their selected theme. Candidates also submit to the College Board five actual pieces representing their quality portfolio. Both concentration and quality portfolios will be displayed during the annual IB/AP exhibition.

Because of the number of pieces required, each student needs to commit ample time each week outside of class. The AP College Board recommends a ratio of 1:1; for every hour of class work, a student should plan on spending an hour on artwork outside of class.

AP STUDIO ART: DRAWING

Grade: 12 Length: 1 year Credit: 1.0

Prerequisite: Teacher recommendation

Homework: HEAVY

For AP Studio Art Drawing course specifics:

<http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-studio-art-course-overview.pdf>

This is an advanced art class that students can take to build an Advanced Placement 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 the AP Studio Art Drawing course revolves around drawing, sketching and mark-making using two dimensional media. The completion of original projects, craftsmanship, and the creative process are essential. In the first semester, students will complete their breadth portfolio. These 12 artworks demonstrate drawing and mark making skills. This breadth portfolio is exhibited at the end of semester 1.

During semester 2, students complete their concentration portfolio based on their selected drawing concern. Candidate will also submit to the College Board five actual pieces representing their quality portfolio. Both concentration and quality portfolios will be displayed during the annual IB/AP exhibition.

Because of the number of pieces required, each student needs to commit ample time each week outside of class. The AP College Board recommends a ratio of 1:1; for every hour of class work, a student should plan on spending an hour on artwork outside of class.

DIGITAL PHOTOGRAPHY AND PRINT MANIPULATION PRINTMAKING

Grade: 10, 11, 12 Length: 1 year Credit: 1.0

Prerequisite: None

Homework: LIGHT

This course is an introduction to the use of photography in digital printing output and manual print making. This course is specifically designed for students that want to continue in Fine Arts but do not want to take AP or IB art courses. Students will re-visit the elements and principles of design, art movements and design strategies using various print techniques as the main media. Students will be required to have a camera, either DSLR, Phone or Ipad and will learn how to adjust photographs digitally for printing. Students will be required to have a camera, either DSLR, Phone or Ipad and will learn how to adjust photographs digitally for printing. Students investigate different design concepts. The completion of their art journals is an integral part of the course. Students document and investigate the processes relevant to their work using these art journals. At the end of the semester, students participate in an art show. Field trips to art museums, local galleries, and relevant places of interest will also be arranged.

BAND

Grade: 9, 10, 11, 12 Length: 1 year Credit: 1.0

Prerequisite: 1 year of musical experience on their instrument

Homework: LIGHT

This ensemble based class is for students who play Woodwind, Brass or Percussion Instruments. Students will develop their technique on their primary instruments in large and small ensemble settings as well as preparing fun and engaging music for upcoming public concerts. Students will also study basic music theory through composition based projects.

JAZZ ENSEMBLE

Grade: 9, 10, 11, 12 Length: 1 year Credit: 1.0

Prerequisite: 1 year of musical experience on their instrument

Homework: LIGHT

This course is a study of various techniques as they relate to instrumental and contemporary jazz literature. The major topics are contemporary and traditional jazz standards and pop styles. Other aspects of this course include participation in local concerts, regional festivals, and community activities where appropriate performance attire is required. Through ensemble rehearsal, individual practice, and a variety of performance opportunities, the student will gain an understanding and appreciation for this great art form. Emphasis will be placed on not just performance technique, but also rudimentary improvisational skills, musicianship, and a sense of personal accountability. This ensemble is a skilled effort in which each student is expected to show technical and musical growth throughout this course.

ORCHESTRA

Grade: 9, 10, 11, 12 Length: 1 year Credit: 1.0
Prerequisite: 1 year of musical experience on their instrument
Homework: LIGHT

Orchestra is an opportunity to study advanced small group ensemble music and orchestral literature on string and wind instruments such as the violin, viola, cello, clarinet, oboe and flute. This course offers students great variety and challenge in musical performance. Students will continue the advanced development of their instrumental technique, music reading and comprehension skills, independent musicianship, style, critical thinking skills, a deeper understanding of small group ensemble music, and orchestral literature. Literature will contain both Classical and Popular music. Students will perform both in small group ensemble projects and as a large group. The Orchestra will perform outside of class on a regular basis.

MUSIC PERFORMANCE TECHNIQUES

Grade: 9, 10, 11, 12 Length: 1 year Credit: 1.0
Prerequisite: Audition
Homework: LIGHT

A course designed to provide knowledge and skills necessary for effective performance presentation: movement, microphone technique, stage dress, in-depth examination of causes and controls of stage fright, rhythm development and internalization, professional attitude and development. Theory and compositional skills will be taught as well as advanced techniques on individual instruments. This course is recommended for musicians that play the guitar, bass, drums, keyboards and vocalists interested in developing on-stage performance presentation skills in rock and pop genres. Each term students will be expected to perform in front of a live audience.

IB MUSIC SL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0
Prerequisite: Teacher recommendation
Homework: MODERATE to HEAVY

For IB Music SL course specifics: <http://www.ibo.org/globalassets/publications/recognition/music-brief-sl-en.pdf>

This course will not be limited to only IB students however the groundwork of music understanding as defined by IB will be covered. Within these perimeters there are numerous possibilities for students to supercharge their musical progress. The aim of the IB music program is to give students the opportunity to explore and enjoy the diversity of music throughout the world. It enables them to develop their knowledge, abilities and understanding through performance, composition (optional) and listening. Students will be expected to demonstrate their understanding of music by performing solo and in a group, and by using appropriate musical language to analyze musical works from varied cultures and periods. The IB Music course is designed to allow students to choose the focus for their studies e.g. rock, pop or classical. A great IB Music student can be a heavy metal guitarist or a classical flute player. All that is needed is an open mind and a willingness to express dedication.

Textbooks: A History of Western Music: Grout

Tonal Harmony An introduction to 20th Century Music: Stephan Koska

IB MUSIC SL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0
Prerequisite: IB Music SL, Year 1
Homework: MODERATE to HEAVY

Students will extend skills and knowledge acquired in IB Year 1 Music. Students will be preparing coursework for external and internal assessment including a written examination based on music studied, a 2,000 word Musical Links Investigation (the focus for this is chosen by the student), and a 15-minute recording of solo performances (e.g. Piano or Guitar). Students have the option of submitting a 30-minute recording of group performances (e.g. Rock Band, Choir or String Orchestra) instead of solo performances. They can also drop performance altogether and work on the composition of 2 pieces of music. Standard Level Music provides a number of options to suit the candidate's strengths and interests.

Textbooks A History of Western Music Grout

Tonal Harmony An introduction to 20th Century Music Stephan Koska

IB MUSIC HL, YEAR 1

Grade: 11 Length: First of 2 years Credit: 1.0
Prerequisite: Teacher recommendation
Homework: MODERATE to HEAVY

For IB Music HL course specifics:

<http://www.ibo.org/globalassets/publications/recognition/music-brief-hl-en.pdf>

This course is designed for music students with solo performance experience and an interest in composing music. The aim of the IB music program is to give students the opportunity to explore and enjoy the diversity of music throughout the world. It enables them to develop their knowledge, abilities and understanding through performance, composition and listening. Students will be expected to demonstrate their understanding of music by performing solo and in a group, and by using appropriate musical language to analyze musical works from varied cultures and periods. The IB Music course (HL) is designed to allow students to choose the focus for their studies e.g. rock, pop or classical. A great IB Music student can be a heavy metal guitarist or a classical flute player. All that is needed is an open mind and a willingness to work hard. It is important to note that both solo performance and composition (creating original music) are mandatory.

Textbooks A History of Western Music Grout

Tonal Harmony An introduction to 20th Century Music Stephan Koska

IB MUSIC HL, YEAR 2

Grade: 12 Length: Second of 2 years Credit: 1.0
Prerequisite: IB Music HL, Year 1
Homework: MODERATE to HEAVY

This year will focus on the completion and revision of course work. Students will be preparing work for external and internal assessment including a written examination based on music studied, a 2,000 word Musical Links Investigation (the focus for this is chosen by the student), a composition of 3 original pieces of music, and a 20 minute recording of solo performances (e.g. Piano, Guitar). The principal difference between SL and HL is that in HL, composition is compulsory and performance must be of a high standard.

Textbooks A History of Western Music Grout

Tonal Harmony An introduction to 20th Century Music Stephan Koska

THEATER 1

Grade: 9, 10, 11, 12 Length: 1 year Credit: 1.0
Prerequisite: Willingness to work collaboratively
Homework: MODERATE

This introductory Theater class will be largely practical with an equal emphasis on both performance and theater design. Students will be expected to work together as a professional theater company and to take responsibility for each aspect of work related to their performance. These will include theater design, acting, budgeting and marketing. Students will learn how to interpret pre-existing scripts, devise their own dramas and stage their own ideas both creatively and effectively. Students will learn how to perform on stage as well as develop technical skills such as stage lighting, sound, costume and makeup, prop and set design. Students will be given opportunities to focus on either design or performance skills during the year but must be prepared to try everything. This course aims to give students a solid foundation in theater. Although no experience is necessary, students will need to commit to some extracurricular time and be prepared to work as part of a team.

THEATER 2

Grade: 10, 11, 12 Length: 1 year Credit: 1.0
Prerequisite: Theater 1, Teacher recommendation
Homework: MODERATE

This Theater class is designed for second year students who have already completed one full year in Theater 1 at SSIS. The course will be largely practical with an equal emphasis on both performance and theater design. The course will also include more academic studies of texts, practitioners and methodologies from a theater director's perspective in preparation for the IB Diploma Theater Arts course. Students will be expected to work together as a professional theater company and to take responsibility for each aspect of work related to their performances.

IB THEATER SL, YEAR 1

Grade: 11 and 12 Length: First of 2 years Credit: 1.0
Prerequisite: Previous theater course with A grade is expected. Students may also be admitted based on teacher recommendation, discussion and High School Principal approval.

The IB Diploma Program Theater course is a multifaceted theater-making course of study. It gives students the opportunity to make theater as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. Through research and practical exploration, students will explore play texts and theatrical traditions from around the world. Students will take part in devised and scripted performances and write a director's notebook to document their progress. They will research different traditions and theories and practically explore them. The program is a 2 year course.

IB THEATER HL, YEAR 1

Grade: 11 and 12 Length: First of 2 years Credit: 1.0

Prerequisite: Previous theater course with A grade is expected. Students may also be admitted based on teacher recommendation, discussion, and proven academic excellence.

The IB Diploma Program Theater course is a multifaceted theater-making course of study. It gives students the opportunity to make theater as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. Through research and practical exploration, students will explore play texts and theatrical traditions from around the world. Students will take part in devised and scripted performances and write a director's notebook to document their progress. They will research different traditions and theories and practically explore them. The program is a 2 year course. The difference between the SL and HL course is that HL students are expected to research, apply and present scenes using the ideas of a chosen theatrical theorist. The SL students in the group will assist in the performance.



ELECTIVES

ACADEMIC WRITING 9

Grade: 9 Length: 1 year Credit: 1.0
Prerequisite: Teacher/counselor selected
Homework: LIGHT

This course provides students with strategies and opportunities to strengthen their writing. The focus is on improving sentence fluency, word choice, and grammar and mechanics. Students practice these skills as they write a variety of text types for various audiences and purposes. This is a required course for students identified by teacher recommendation or at the time of admission.

Students in Writing Development 9 take this course in lieu of a Study Hall, Modern World Languages or Fine Arts course. The counselors will work with students placed in Writing Development 9 to find the best scheduling option for that particular student. All students in this course must also take English 9.

ACADEMIC WRITING 10

Grade: 10 Length: 1 year Credit: 1.0
Prerequisite: Teacher/counselor selected
Homework: LIGHT

This course provides students with strategies and opportunities to strengthen their writing. The focus is largely on improving sentence fluency, word choice, and grammar and mechanics. Students will practice these skills as they write a variety of text types for various audiences and purposes. This is a required course for students identified by teacher recommendation or at the time of admission.

Students in Writing Development 10 take this course in lieu of a Study Hall, Modern World Language or Fine Arts course. The counselors will work with students placed in Writing Development 10 to find the best scheduling option for that particular student. All students in this course must also take English 10.

ACADEMIC WRITING 11/12

Grade: 11/12 Length: 1 year Credit: 1.0
Prerequisite: Teacher recommendation
Homework: LIGHT

This course provides students with strategies and opportunities to strengthen their writing in an academic context. Students will focus on writing analytical and argumentative pieces and will also receive instruction and support for college essays, extended essays and exam essay writing. They will work on adding detail, clarity and elaboration to their writing by studying model texts and by producing their own written pieces.

This course is open to all interested Grade 11 and 12 students; however, students who have a teacher recommendation will be given priority.

YEARBOOK

Grade: 9, 10, 11, 12 Length: 1 year Credit: 1.0

Prerequisite: None

Homework: MODERATE

Students enrolled in the Yearbook course form a photojournalism staff whose mission is to produce the very best book that they can for their main audience: the high school students who attend SSIS; their secondary audience: the school staff and other employees; and their tertiary audience: the greater school community and posterity.

A yearbook fulfills six roles identified by the Columbia Scholastic Press Association: 1) an educational book which provides the staff an opportunity to develop skills in writing, design, photography, technology, and teamwork, 2) a picture book, 3) a history book that documents the school year, 4) a reference book, 5) a public relations book, and 6) a fun book.

Only one of these purposes focuses on the students in the course; the others are essentially service goals. The yearbook staff then primarily serves the school and its traditions while adhering to the highest standards of the journalistic endeavor.



PHYSICAL EDUCATION & HEALTH

The high school program in Physical Education offers students the opportunity to develop their motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

PHYSICAL EDUCATION/HEALTH 9

Grade: 9 Length: 1 year Credit: 1.0

Prerequisite: None

Homework: LIGHT

Physical Education/Health 9 provides the student an opportunity to experience a selected variety of team sports, individual 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, softball, track and field, or ultimate Frisbee. Skills for fitness activities including cardiovascular endurance, muscular strength, muscular endurance, agility, and flexibility are all aspects of this program. Health topics including the 5 components of fitness, how to maintain a healthy lifestyle, the benefits of being active for life and nutrition will be incorporated into a variety of units throughout the semester.

PHYSICAL EDUCATION/HEALTH 10

Grade: 10 Length: 1 year Credit: 1.0

Prerequisite: None

Homework: LIGHT

Physical Education/Health 10 students will continue to build and expand on the skills learned during the Grade 9 curriculum and will begin to develop a better understanding of game and team strategies. Activities may include group fitness (yoga and kickboxing), rugby, golf, soccer, basketball, dance, badminton and softball. Health topics include physical activity health basics, stress management, nutrition and health and wellness throughout life.

PHYSICAL EDUCATION 11

Grade: 11 Length: 1 semester Credit: 0.5 or 1.0

Prerequisite: None

Homework: LIGHT

Physical Education 11 will provide students with an opportunity to experience a selected variety of team sports, individual sports and lifetime sports. Skill development, progressive drills using individual skills, teamwork, offensive and defensive strategies, and basic game rules will be included. There will be an emphasis on lifetime individual sports in hopes to instill a value of living an active and healthy lifestyle for life among the students. Activities may include: dance, martial arts, tennis, golf, mini olympics, different forms of football etc. Students will be given an opportunity to develop their leadership skills through projects with the middle school and elementary PE programs as well as within our own class activities.

PHYSICAL EDUCATION 12

Grade: 12 Length: 1 semester Credit: 0.5 or 1.0
Prerequisite: None
Homework: LIGHT

Physical Education 12 will continue to build and expand on the Grade 11 curriculum and also develop some advanced teaching, coaching and refereeing strategies.

PERSONAL FITNESS

Grade: 11, 12 Length: 1 semester Credit: 0.5
Prerequisite: None
Homework: LIGHT

Personal Fitness is designed to introduce students to a variety of fitness benefits and ultimately enable them to design a comprehensive individualized training program that suits their needs for both present and lifetime health and fitness. Students will experience a variety of fitness activities from which they can build their knowledge base. 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 their own fitness levels, and learn about healthy lifestyle choices for their futures.

LIFESAVING

Grade: 11, 12 Length: 1 semester Credit: 0.5
Prerequisite: Strong swimming ability
Homework: LIGHT

Swimming Ability Prerequisites:

1. Must be 15 years old on or before the final scheduled session of this course.
2. Swim 300 yards continuously demonstrating breath control and rhythmic breathing. Candidates may swim using the front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed. Swim goggles may be used.
3. Tread water for 2 minutes using only the legs. Candidates should place their hands under the armpits.
4. Complete a timed event within 1 minute, 40 seconds.
 - Starting in the water, swim 20 yards. The face may be in or out of the water. Swim goggles are not allowed. Surface dive, feet-first or head first, to a depth of 7 to 10 feet to retrieve a 10-pound object. Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath. Candidates should not swim the distance under water. Exit the water without using a ladder or steps.

The purpose of this course is to provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide care for breathing and cardiac emergencies, injuries and sudden illnesses until emergency medical services (EMS) personnel take over. The course content and activities will prepare participants to make appropriate decisions about the care to provide in an aquatic emergency and a medical emergency. Upon successful completion of the course students will receive a certificate which would allow them to seek employment as a lifeguard.

SPORTS MEDICINE

Grade: 11, 12 Length: 1 semester Credit: 0.5

Prerequisite: None

Homework: LIGHT

Sports Medicine is designed to introduce students to the various facets of health and wellness, anatomy and physiology, first aid care and athletic training techniques that relate to sports medicine and the field of health care. Students will learn prevention, assessment, and management techniques related to injuries that may occur during recreation and sporting events and activities. Students will explain basic taping and wrapping fundamentals, explore the role of the athletic therapist, identify first-aid supplies, describe common injuries, and apply basic taping and wrapping techniques to various body regions. Students will study and demonstrate first-aid skills and procedures, including cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), for dealing with emergency situations. Upon successful completion of the first aid component of this course students will acquire Standard First Aid Certification which is an excellent addition to their resume.



IB DIPLOMA PROGRAMME CORE

IB CORE COURSE YEAR 1 - THEORY OF KNOWLEDGE, EXTENDED ESSAY, AND CREATIVITY, ACTIVITY, AND SERVICE

Grade: 11 Length: 1 year Credit: 0.5

Prerequisite: Full IB Diploma Programme Students

Homework: Moderate

Core requirement for all IB Diploma students; available to non-IBDP students on request

The IB Core course is designed to support IB Diploma students with the completion of the core requirements. Time will be divided between all three components. The Theory of Knowledge (TOK) portion is a required course and is taught and assessed based on IB criteria over 100 hours. Creativity, Activity, and Service (CAS) support will take the form of introductory and check-in sessions, time to organize and reflect on activities, and completion of required CAS interviews. The Extended Essay (EE) support will take the form of introductory sessions, research, writing and other relevant skills lessons, and structured time for independent researching, organizing, and writing of the EE.

Theory of Knowledge: TOK is focused on critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It examines how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and to explore knowledge questions. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge. The focus in the first semester of the IB Theory of Knowledge course is to begin to examine the two parts of TOK: Areas of Knowledge (AOKs) and Ways Knowing (WOKs) - what we know and how we know it.

Creativity, Activity and Service: CAS is at the very heart of the IB Diploma. It aims to complement the academic demands of the course and allows each individual to improve as a complete and well-rounded human being. The CAS program is an essential part of any IB (International Baccalaureate) Programme. It allows students to focus on specific skills that they want to enhance and reflect on their experiences. CAS activities should continue on a regular basis for as long as possible throughout the program, and certainly for at least 18 months.

Extended Essay: The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

For more details on the DP Core, please refer to the curriculum information on the [IB website](#).

IB CORE COURSE YEAR 2 - THEORY OF KNOWLEDGE, EXTENDED ESSAY, AND CREATIVITY, ACTIVITY, AND SERVICE (50 HOURS??)

Grade: 12 Length: 1 year Credit: 0.5

Prerequisite: IB Core Course, Year 1

Homework: Moderate

The IB Core course continues in Year 2 with a focus on the IB required assessments (TOK and EE) and portfolio (CAS). Students will be supported with structured class time to complete all required portions by school-determined deadlines.

STUDY BLOCK

STUDY BLOCK

Grade: 9, 10, 11, 12 Length: 1 Year Credit: 0.0

Each high school student is required to take a full year of study block each year, unless otherwise enrolled in an alternative support course recommended or required by SSIS. In addition to quiet study time, study block serves to allow students time to meet with the counselor, teachers, and administrators throughout the year.

Students are allowed to petition to waive their study block through a “Study Block Waiver” form available from the High School Counseling office. Students are not permitted to take more than one Study Block without the approval of the High School Principal.





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