



# HIGH SCHOOL CURRICULUM OVERVIEWS

## 2009-2010

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On behalf of the International School of Stavanger teachers and administration, we would like to welcome you to the High School, grades 9-12.

Our objective is to provide the students with a first class educational experience. To accomplish this, we provide various programs taught by some of the best teachers available in the international setting.

The following information will give an overview of which classes are offered at ISS.

The Counselor, the IB/IGCSE Exams Coordinator and the Principal are here to assist you in any way required.

Please feel free to stop by to talk to us about the progress of your son or daughter. We shall be pleased to meet you.

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Gareth Jones  
High School  
Principal

Lynn Park  
IB/IGCSE  
Exams Coordinator

Carole Schweid  
High School  
Counselor

## **VISION STATEMENT**

The ISS vision is to prepare students for greater global participation by helping them become responsible, empowered learners.

## **MISSION STATEMENT**

The International School of Stavanger is dedicated to providing its students with an English language education in a supportive, academically stimulating, and multi-cultural environment. We strive to foster a love of learning, the development of individual skills and talents, and an awareness of the value each person has to society. Our goal is to enable students to succeed in continuing educational programs and to live as responsible and contributing citizens in the global community.

## **PHILOSOPHIES AND OBJECTIVES**

**ISS seeks to nurture the emotional, physical, and developmental needs of all its students.**

**Therefore, ISS will provide:**

- the separate, yet integrated levels of pre-school, primary, middle and high school
- coordinated transitions between the levels of ISS and other schools
- a positive, welcoming environment with clearly-stated expectations and guidelines
- an environment of courtesy with regard to race, nationality, gender and religious beliefs
- the opportunity to express differing viewpoints in an atmosphere of mutual trust, respect and dignity
- health care, academic counselling, and guidance programs
- opportunities for school, parent, and community sponsored events and extra-curricular activities

**ISS seeks to foster intellectual growth at all grade levels. Therefore ISS will maintain:**

- an international curriculum including instruction in mathematics, English, social studies, and science, as well as languages, art, music, physical education and health, drama, and technology
- a focus on creative thinking, critical reasoning, and effective communication skills
- a curriculum council to systematically articulate, review, and update the curriculum
- admissions, placement, diagnostic, and standardized testing
- high school options to include IGCSE, ISS Diploma, and the IB Program
- communication with parents via evaluations, conferences, roundtable meetings, and a newsletter
- opportunities for staff to participate in continuing professional development programs
- educational venues such as libraries, laboratories, and specialized teaching areas
- appropriate levels of books, teaching materials, and equipment

**ISS seeks to foster positive multi-cultural relationships within the school and in the local and global communities. Therefore ISS will facilitate:**

- the celebration of the many cultures represented by its students and staff
- cultural, artistic, athletic, and academic trips and exchanges to take place locally and abroad
- participation in outdoor and environmental education programs
- local participation in the ISS scholarship and college information programs
- whole school participation in the Constitution Day parade

**ISS seeks to maintain a strong governance model to ensure optimal operation of the school. Therefore, the Board of Trustees will:**

- provide for the financial needs of the school
- develop the policies by which the school is administered
- provide counsel and support for the Director
- promote good public relations for the school
- offer a competitive salary and benefits package to attract and retain an outstanding staff
- entrust to the Director and Principals the day-to-day administration of the school
- appoint committees as needed

**ISS seeks to provide a safe and pleasant environment by maintaining:**

- compliance with Norwegian safety and work environment laws
- interior and exterior security systems
- an emergency evacuation plan
- clearly stated bus rules and parking lot procedures
- a maintenance plan, including cleaning, repairs, and improvements as needed
- a cafeteria offering healthy choices of food during set hours

(Adopted June 5, 2000 – re-adopted November 3, 2003)

Copies of the by-laws and minutes of Board meetings are available in the library at ISS.

### **Admissions Policy**

The Director and the Principal decide on the admission and grade placement after reviewing a child's birth date, consulting previous school records, and consulting with staff so that each child is placed in an appropriate educational environment. If no records are received, or they are incomplete, admission and placement may be postponed. Math and English placement tests may be given to High School students.

Although English proficiency is not mandatory for admittance to the High School program, it is a variable that will be considered. Students whose mother tongue is not English or students who have been enrolled in an EAL program in their previous school will be evaluated by the EAL teacher to assess their ability in English as a normal part of the admissions process. EAL tuition is not available to students in 11<sup>th</sup> and 12<sup>th</sup> grade.

Students who have special needs which are within the scope of the school's programs will be admitted if there is available space. While the school has a limited resource program, it has no special education program.

ISS reserves the right to make changes in the initial placement if subsequent observations and/or testing indicate the need for a change.

## HIGH SCHOOL COURSES 2008/2009

The following courses are planned to be offered for the 2009/2010 school year (Please note: The school reserves the right to add or delete courses according to student demand and staff availability):

<b>English (4 credits required)</b>	<b>Credit</b>	<b>Mathematics (3 credits required)</b>	<b>Credit</b>
English 9 (IGCSE 1)	1	Mathematics Extended 9 (IGCSE)	1
English 10 (IGCSE 2)	1	Mathematics Extended 10 (IGCSE)	1
English as Additional Language (EAL)	1	IB1 Mathematical Studies Standard	1
IB1 English A1 Standard	1	IB1 Mathematics Standard	1
IB1 English A1 Higher	1.5	IB1 Mathematics Higher	1.5
IB1 English A2 Standard	1	IB2 Mathematical Studies Standard	1
IB1 English A2 Higher	1.5	IB2 Mathematics Standard	1
IB2 English A1 Standard	1	IB2 Mathematics Higher	1.5
IB2 English A1 Higher	1.5		
IB2 English A2 Standard	1	<b>Social Studies (3 credits required)</b>	<b>Credit</b>
IB2 English A2 Higher	1.5	Modern World History	1
		Comparative Government	1
<b>Norwegian (elective credits)</b>	<b>Credit</b>	IB1 History Standard	1
Native Norwegian 9	1	IB1 History Higher	1.5
Native Norwegian 10	1	IB2 History Standard	1
IB1 Norwegian A1 Standard	1	IB2 History Higher	1.5
IB1 Norwegian A1 Higher	1.5	World Geography I	1
IB2 Norwegian A1 Standard	1	World Geography II	1
IB2 Norwegian A1 Higher	1.5	IB1 Economics Standard	1
		IB1 Economics Higher	1.5
<b>Self-taught Language (elective credit)</b>	<b>Credit</b>	IB2 Economics Standard	1
IB1 Self-taught Lang A1 Standard	1	IB2 Economics Higher	1.5
IB2 Self-taught Lang A1 Higher	1	IB1 Psychology Standard	1
		IB1 Psychology Higher	1.5
<b>German (elective credit)</b>	<b>Credit</b>	IB2 Psychology Standard	1
German (grades 9-12)	1	IB2 Psychology Higher	1.5
Other languages may be available	1		

<b>Science (2 credits required)</b>	<b>Credit</b>	<b>Fine and Applied Arts/Applied Technology</b>	<b>Credit</b>
Physical Science I	1	<b>(1 credit required)</b>	
Physical Science II	1	Yearbook	0.5
Biology I	1	Symphonic Band	0.5
IB1 Chemistry Standard	1	Symphonic Choir	0.5
IB1 Chemistry Higher	1.5	Art I	1
IB2 Chemistry Standard	1	Art II	1
IB2 Chemistry Higher	1.5	IB1 Visual Arts Standard	1
IB1 Physics Standard	1	IB1 Visual Arts Higher	1.5
IB1 Physics Higher	1.5	IB2 Visual Arts Standard	1
IB2 Physics Standard	1	IB2 Visual Arts Higher	1.5
IB2 Physics Higher	1.5	Art 11	1
IB1 Biology Standard	1	Art 12	1
IB1 Biology Higher	1.5	Drama	1
IB2 Biology Standard	1	Design Technology	1
IB2 Biology Higher	1.5	Computer Studies (ICT – IGCSE)	1
		1	
<b>Languages (elective credits)</b>	<b>Credit</b>	IB1 Computer Science Standard	1
French II/III (IGCSE 1)	1	IB1 Computer Science Higher	1.5
French III/IV (IGCSE 2)	1	IB2 Computer Science Standard	1
IB1 French Standard	1	IB2 Computer Science Higher	1.5
IB1 French Higher	1.5	Mindstorming	1 or 0.5
IB2 French Standard	1		
IB2 French Higher	1.5	<b>Physical Education (2 credits required)</b>	<b>Credit</b>
Spanish II/III (IGCSE 1)	1	Physical Education 9	0.5
Spanish III/IV (IGCSE 2)	1	Health 9	0.5
IB1 Spanish Ab Initio	1	Physical Education 10-12	1 or 0.5
IB2 Spanish Ab Initio	1	Aerobics and Total Body Conditioning	1 or 0.5
IB1 Spanish Standard	1		
IB1 Spanish Higher	1.5	<b>Elective courses:</b>	<b>Credit</b>
IB2 Spanish Standard	1	Learning Support (grades 9-12)	0
IB2 Spanish Higher	1.5	MUN (Model United Nations)	0.25
		<b>Additional IB Requirements</b>	<b>Credit</b>
		IB1/IB2 TOK	0.50
		IB1/IB2 CAS	

**CAS is required for all IB Diploma students. Students are encouraged to use ISS courses (PE, Aerobics/Total Body Conditioning, Yearbook, Band, Choir, MUN) to help meet some or all their requirements in the area. Students will receive ISS credit for these classes. All students must submit their CAS proposals for the approval of the CAS coordinator.**

## INTRODUCTION

The International School of Stavanger (ISS) offers its students unique academic opportunities. At the high school level, ISS offers several options.

- Students may choose to take courses that fulfill the requirements for an ISS High School Diploma without taking any external examinations.
- In 9<sup>th</sup> and 10<sup>th</sup> grade, students may choose to take the courses which prepare for IGCSE (International General Certificate of Secondary Education) courses. These examinations are also appropriate preparation for the International Baccalaureate Programme that begins in Grade 11.
- In 11<sup>th</sup> and 12<sup>th</sup> grade, students may choose to take courses that lead to an ISS High School Diploma by taking IB certificate courses.
- Students may choose in Grade 11 to take courses that lead both to an ISS High School Diploma and prepare them for the International Baccalaureate Diploma. The completion of this option results in greater flexibility when seeking university admission in different countries.

For students who have not yet mastered the requisite skills in the English language to function at an acceptable level in their other studies, the school provides an EAL Programme up to grade 10. The contents of these courses are tailored to fit the individual needs of each student.

In summary, ISS students can choose courses that fulfill university entrance eligibility requirements in the United States, the United Kingdom, and many other countries, including Norway, Canada, the Netherlands, Italy, Germany, Denmark, Sweden, Portugal, Spain, France, and Switzerland.

Students and parents are encouraged to contact the school's Counselor with questions regarding course selection. The school reserves the right to add or delete courses according to student demand and staff availability.

## COMMONLY USED TERMS AND ABBREVIATIONS

Ab Initio	Beginners Language
ACT	American College Test
EAL	English as Additional Language
External Exam	Exam given by external examining boards
GPA	Grade Point Average (average numeric value of grades)
HOD	Head of Department
Honor Roll Certificates	Certificates awarded quarterly to students with a B+ average or higher (no grade lower than C-)
IB	International Baccalaureate (2-year academic programme, grades 11 and 12)
IB CAS	Creativity, Action and Service
IB Higher courses	Weighted IB courses (+1 in numeric value) - 1.5 credit
IB Standard Courses	Weighted IB courses (+1 in numeric value) - 1 credit
IB TOK	Theory of Knowledge
IGCSE	International General Certificate of Secondary Education (grades 9 and 10)
Internal Exams	Regular internal exams given at ISS
ISS	International School of Stavanger
MUN	Model United Nations
PE	Physical Education
PSAT	Pre-Scholastic Aptitude Test
SAT	Scholastic Aptitude Test
Freshman	9th grade student
Sophomore	10th grade student
Junior	11th grade student
Senior	12th grade student
TOEFL	Test of English as Foreign Language

# GRADUATION REQUIREMENTS

There are two graduation options at ISS, determined by choices made at the end of 10<sup>th</sup> grade.

## Route 1

The graduation requirements for an ISS High School Diploma are 22 units of credit. A unit of credit is awarded for successfully meeting or exceeding the requirements of the course. Students graduating from ISS must have earned a total of 22 credits in the following areas:

- 4 credits in English (including English 9, 10, 11, 12, or IB)
  - 3 credits in Mathematics
  - 3 credits in Social Studies
  - 2 credits in Science
  - 1 credit in Fine and Applied Arts
  - 2 credits in Physical Education (1 credit if enrolled in full IB diploma program)
  - 7 elective credits
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- 22 Total Credits (minimum requirement)

## Route 2

The graduation requirements for the ISS High School Diploma/IB Diploma option are slightly different. Students who successfully complete the full IB Diploma Programme at ISS (based on ISS school grades), including TOK and CAS, will be awarded an ISS diploma at the time of graduation. Students failing to meet the IB graduation route requirements are eligible to continue with the Option 1 ISS High School Diploma requirements. *Students not taking English A1 are required to take **English A2** if they wish to earn the ISS Diploma.*

### General rules related to Graduation Options:

1. Summer school and correspondence course credits will be **accepted only by prior consent of the Principal or the Counselor**. The maximum number allowed for a student is normally one credit. Correspondence or summer school courses are usually only allowed in place of a course already attempted and failed at ISS or one of considerable merit which ISS does not offer.
2. ISS will award 1/2 credit per semester of passed work. If a student fails the **first** semester of a full year course, a minimum of a D grade is required in the second semester for the student to salvage one full credit for the year via credit salvaging. Students who pass in the first semester and fail the second semester will earn only 1/2 credit for the year.

### Examples for clarification:

Semester 1	Semester 2	Credit Earned	Required action
F	D-	0.5	(repeat sem 1)
F	D	1.0	
D-	F	0.5	(repeat sem 2)

3. Students may elect to repeat any semester of a course that has been failed. Any course repeated will be given a grade, but this grade will **not be used for the purpose of calculating GPA or for granting credit. It will also not be used to determine eligibility for an ISS Honor Certificate.** Audits will be shown on the transcript and report card with the course title, as an audit indicated by an X (letter grade indicating non-credit audit progress) and a zero in the credit column. Students are only eligible to audit courses in which they have already earned a credit. Students who wish to apply to audit a course in which they have already earned credit, **must** make a formal written request to the counselor prior to the beginning of the course in question.
4. No credit will be given for repeating a course which has been passed with a D- or higher. Once a grade (A-F) has been awarded, it may not be changed or removed by a student repeating a course. New grades and credit must be entered on the transcript and report card under the school year in which they are taken.

5. Independent Study may not be taken in lieu of an existing course at ISS and it must be the student's 6th or 7th course (elective only).
7. **Incomplete grades:** Students who receive incomplete grades for a quarter or a semester must fulfill the outstanding coursework and/or examinations **within two weeks** of the incomplete being assigned, otherwise an F grade will be recorded on their report card and transcript.
8. Report cards will be issued at the end of each nine week grading period.
9. Progress Reports will be sent to students in danger of failing a course as an academic warning. Progress Reports are sent four times a year - once at each quarter reporting period's mid-point.
10. Students **must** meet course pre-requisites and appropriate grade level to enter a course.

#### **Rules concerning individual classes and departmental requirements:**

1. An English class must be taken each year a student is at ISS even if they have had more than one English class in a prior year, until 12<sup>th</sup> grade English is completed. **Students may not take two English classes concurrently except in the case where they are repeating a class in which they have partial credit, or by special permission of the Principal.**
2. Students at ISS are required to take Physical Education/Health in grade 9. It must also be taken once more in Grades 10, 11, or 12. The option of not taking P.E. for one year is to apply to entering students as well. **The activity component of CAS may in some cases be used to meet the PE requirement.**
3. Only 4 elective Music, 4 elective Art, and 3 elective Industrial Arts credits may count towards graduation requirements. More credits may be taken, but they will not count towards the minimum graduation requirements.
4. The following classes may be used to meet the Fine Arts requirement: Art 9-12, IB Art, Chorus, Band, Drama and Design Technology. Only some of these courses may be offered in a given year.

#### **Appropriate course loads for students:**

Each student will have his or her own program to follow based on his or her own needs and wishes. But the school recommends the following class loads for the 8-period modified block schedule timetable rotation.

**Students in grades 9 and 10** - are expected to take at least six blocks out of eight as taught classes.

**Students in grades 11 and 12** - are expected to take at least six blocks out of eight as taught classes.

**Course loading may be modified for students and this will be handled on an individual basis by the school's Counselor.**

#### **Special rules for graduation from ISS:**

1. A student must attend ISS at least one academic year before being eligible for graduation.
2. A Senior transferring to ISS who wishes to enroll in August and graduate in June should submit all transcript materials before the start of the academic year. The materials will be reviewed by the Counselor, Director and the High School Principal. The Director will determine whether the enrolling Senior can meet ISS's graduation requirements. Any student applying for such special admission would be notified of his/her graduation status prior to registration.
3. Grades and credits earned at previous schools will be added to the transcript exactly as they appear. However, it is possible that some prior credits may not be applied towards the ISS's graduation requirements. There will be a clear indication on the transcript as to the school in which the grades and credits were earned. UK Students arriving at ISS with GCSEs will receive credit for each course that they studied at GCSE level and passed with a Grade of D or better, one unit of credit being granted per year of study.
4. Students graduating from ISS but not attending the school in grades 11 or 12 will not be eligible to receive the status of valedictorian or salutatorian.
5. For a student to participate in the Baccalaureate and Graduation ceremonies, he or she must meet all the academic requirements for graduation and be in good social standing (not on social probation). If a student is within one required credit of meeting these requirements, he or she may participate in the ceremonies of Baccalaureate and Graduation, provided he or she provides proof of enrolling in a suitable program to complete this credit (summer school or accredited correspondence course for example). The graduation folder handed to the student at graduation will contain a certificate of attendance, redeemable for a diploma upon completion of the outstanding credit. Determination of whether the student meets these requirements for participation in the year-end ceremonies lies with the High School Principal.
6. The Director, in consultation with faculty members, shall approve the issuing of diplomas.

## High school promotion requirements

Normally, the status of a student is determined at the beginning of the school year in August. The status will remain the same for the entire school year unless special permission is granted by the High School Administration.

Grade 10	5 credits	Grade 12	16 credits
Grade 11	11 credits	Graduate	22 credits

## Changing classes during the first semester

1. All requests for schedule changes must be finalized by the end of the **second week** of classes. Students who do not meet this deadline may not change classes until semester 2 begins, except by the special permission of the Principal. IB1 students have four weeks in the first quarter as the drop/add period and all IB1 students may be able to change courses at a later date, under special circumstances, after consultation with the IB Coordinator, Principal and Counselor.
2. Those students requesting a change in courses must receive approval from the Counselor.
3. After receiving initial approval, the student must then get a parent's signature verifying agreement with the schedule change.
4. After getting the parent's signature, the student must return the form to the Counselor for signature.
5. Only after having obtained both of these signatures may the student begin signing in and out of classes using the class **Drop-Add Form**.
6. When all of the necessary teacher signatures have been received, the student must then return the form to the Counselor. The schedule change will not take effect until the form with all of the required signatures has been returned.

## Changing year-long classes at semester

1. Changing year-long courses will only be considered during the **last two weeks of the first semester**. Students are expected to complete the semester if they decide to drop a class.
2. All student requests must be initiated with and approved by the Counselor.
3. After interviewing the student and consulting with the parents and the instructors involved, the Counselor and Principal will make a decision.
4. If a consensus cannot be reached the final decision rests with the Principal.
5. After receiving permission for a year-long course change, the student may begin to sign in and out of classes using the class **Drop-Add Form**.
6. When all of the necessary teacher signatures have been received, the student must then return the form to the Counselor. The course change will not take effect until the completed form is received by the Counselor.

## INDEPENDENT STUDY GUIDELINES

An independent study (I.S.) should involve in-depth inquiry, initiated by the student and/or teacher, that covers topics and/or a course not already offered in a structured classroom. This means that one cannot design a proposal to be used in lieu of an existing course at ISS. Independent Study will be an elective course approved by the Principal. If the student successfully completes the course, the student will receive 1/2 credit for one semester of study or one credit for a full year of study. However, a student does not automatically receive credit for doing independent study.

Because independent study involves something one learns to do, it has to arise out of organized study. Its functional goal is one of working closely with teachers to develop skills necessary for independent research.

Independent study proposals must be submitted for approval to the Principal well in advance. The proposal for a first semester I.S. must have been approved by May 1 of the previous school year. The proposal for a second semester I.S. must have been approved by November 1 of the same school year. The Principal reserves the right to consider proposals received late.

**The proposal should include:**

1. Introduction - a general statement about the study to be undertaken.
2. General purpose - state the general purpose of the research.
3. Topics - state the specific topics and/or areas to be studied.
4. Scope - list range of materials to be covered.
5. Method - state what method(s) will be used in carrying out the research, specific methods used for evaluating the programme by the research, specific methods used for evaluating the Programme by the teacher, amount of teacher supervision that will be involved (regular weekly communication must be spent in teacher-student consultation), and specific materials in bibliographic form that will be used in the study.

**Addenda**

1. Independent study shall be the student’s sixth or seventh class.
2. There shall be a reporting system set up with every approved Independent Study proposal. The teacher co-ordinating the independent study shall report the student’s progress to the High School Counselor every nine weeks grading period.
3. Usually only ISS’s faculty members may supervise independent study.

## **LEARNING SUPPORT CLASSES**

**Philosophy**

There is at ISS one standard of academic achievement. Ultimately, every student must meet the required standards for courses. The nature of the Learning Support Program at ISS is indeed support, to assist students with special needs in obtaining the necessary skills to function effectively in regular classes and hence earn the ISS Diploma. ISS does not offer a special education program or a modified diploma; therefore, all students must successfully complete the regular curriculum and meet the same graduation requirements.

**Beliefs**

1. ISS supports the principle that some Learning Support students may need to have extra time to complete their work since this may be the nature of their learning difference.
2. ISS supports the principle that it is important for classroom teachers to expect that some assignments are completed under controlled conditions to provide the classroom teacher with a means of determining what students can achieve unaided.
3. It is the role of the Learning Support Program to:
  - provide extra skills instruction to students
  - help students organize their work more effectively
  - help students to ensure that they meet their deadlines
  - make sure that students understand what is expected of them in their classes and assignments
  - provide support in specific difficulty areas such as motor skills related to writing and difficulties related to reading

## **GRADING**

**ISS Grading system:**

A = 94-100	Excellent
A- = 90-93	
B+ = 87-89	
B = 83-86	Good
B- = 80-82	
C+ = 77-79	
C = 73-76	Average
C- = 70-72	
D+ = 67-69	
D = 63-66	Poor, but passing
D- = 60-62	
F = 0-59	Failing

**Effort:**

Excellent
Good
Satisfactory
Needs Improvement
Unacceptable

**Conduct:**

Satisfactory
Needs Improvement

**Juniors and seniors**

who receive ‘Unacceptable’ in Effort or ‘Unsatisfactory’ in Conduct will lose their off-campus Privileges.

### Approximate IB/ISS grade equivalency table

IB	=	ISS
1	=	F
2	=	D
3-4	=	C
5	=	B
6-7	=	A

### Approximate IGCSE/ISS grade comparisons:

IGCSE	=	ISS
A* - A-B	=	A
B - C	=	B
C - D	=	C
D - E	=	D
E - G	=	F

Comparing IB/IGCSE and ISS grades is not an exact science; the IB/IGCSE grades are based primarily on final external examinations performance, whereas the ISS grade is based on performance throughout the course.

**Please note that these will be the grades awarded before weighting. Teachers will award unweighted grades to students. The weighting will be done by the administration at the point of entering grades onto the report cards and transcripts.**

### Honors:

Honors = GPA of 3.3 or better

High Honors = GPA of 3.5 or better

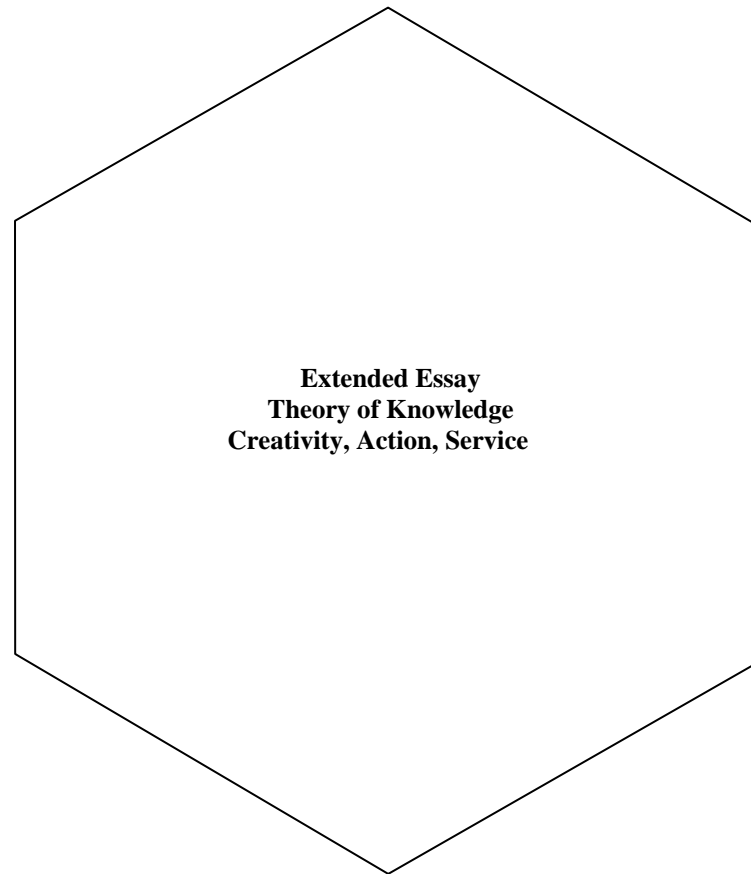
Highest Honors = All A-'s or better

No student with a grade of D+ or lower; and/or with an Unacceptable in Effort or Unsatisfactory in Conduct, can receive Honors.

## COUNSELLING SERVICES

Grades 9-12 have access to a full-time counselling service which consists of individual and group counselling. This service provides information to students and parents on career and college/university choices and organizes meetings with college representatives. Assistance is provided for proper registration of classes for all students and also offers academic counselling for students who are not performing up to their potential ability. Students with personal, social and emotional needs also have access to individual appointments with the counsellor. Parents are invited to contact the counselling office with their concerns involving their student's school success.

# IB HEXAGON



English A1 HL/SL  
Norwegian A1 HL/SL  
Self-taught language SL

**Language A1  
(Group 1)**

English A2 HL/SL  
French B HL/SL  
Spanish B HL/SL  
Spanish Ab Initio SL

**Second Language  
(Group 2)**

**Individuals and  
Societies  
(Group 3)**

History HL/SL  
Economics HL/SL  
Psychology HL/SL

Biology HL/SL  
Chemistry HL/SL  
Physics HL/SL

**Experimental Sciences  
(Group 4)**

**Mathematics  
and  
Computer Science  
(Group 5)**

Mathematics HL  
Mathematics SL  
Mathematical Studies SL  
Computer Science HL/SL

**The Arts and Electives  
(Group 6)**

Visual Arts HL/SL  
Additional choice from Groups 1- 4  
and Computer Science from Group 5  
*(Subject to scheduling)*

# THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

## The IBO (International Baccalaureate Organization) Mission Statement

‘The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.’

<http://www.ibo.org> - November 2002

**The International Baccalaureate (IB) Diploma** is a comprehensive rigorous two-year curriculum leading to examinations. Based on the pattern of no single country, it is a deliberate compromise between the specialization required in some national systems and the breadth preferred in others. The general objectives of the IB are to provide students with a balanced education, to facilitate geographical and cultural mobility and to promote international understanding through shared academic experience. The International Baccalaureate, which was established in 1968, has come to stand as a symbol for academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and development of the skills and discipline necessary for success in a competitive world.

There are 1875 schools, both public and private, in 130 countries around the world that offer the IB Diploma Programme (as at 17.02.09). The IB Diploma is especially valuable where university admission is based on results in externally set examinations. For students intending to enter most European and Commonwealth universities, the IB Diploma provides an excellent basis for university admission. For American universities, successful participation in the IB Diploma programme can promote university acceptance while successful completion of IB HL exams can lead to university course credit or advanced placement, or both.

It is anticipated that the majority of students will be enrolled in their final years as Diploma candidates. Determined students should do well in the Programme with the support and expertise of ISS’s high-quality teaching staff. Students will find that they are operating in an atmosphere which stimulates them to explore and to excel. Personal abilities and future goals usually determine a candidate’s curriculum. The IB Programme is structured to accommodate every motivated, sincere and serious student enrolled at ISS through the use of the full diploma or IB certificate alternatives.

**N.B.** ISS grade 11 and 12 students may enrol in single or multiple higher or standard level IB certificate courses as honor courses without being enrolled in the full IB Diploma Programme at ISS.

More information about IB programmes can be found on the IB website [www.ibo.org](http://www.ibo.org)

## General points

1. Students enrolled in IB courses at ISS:
  - (i) should be highly motivated to work hard independently
  - (ii) should be continually reviewing through the course in preparation for the external examinations
2. IB courses can improve students’ confidence and encourage academic excellence. These courses represent college level work. Colleges and universities in the US often grant college credit to students who have performed well on these examinations. Some institutions will grant sophomore standing to students who do well on the IB Diploma or IB Higher Level certificates.

## **The Six Subjects**

To qualify for the Diploma, a student must successfully complete six IB Subjects with three at Higher Level and three at the Standard Level. The six Subjects must include the following:

1. Language A1 (first language): English A1 or Norwegian A1. Other languages may be presented through the self-taught option.
2. Second Language: English A2, or French B, or Spanish B. Spanish may also be offered at Ab Initio Level (for beginners).
3. Individuals and Society: History, or Economics, or Psychology.
4. Experimental Sciences: Biology, or Chemistry, or Physics.
5. Mathematics (Higher Level or Standard Level), or Mathematical Studies (Computer Science may be taken in addition to a Mathematics course).
6. Visual Arts, or a further Subject from group 1-5 (subject to scheduling).

## **Additional IB diploma requirements**

### **Theory of Knowledge**

Students must complete an interdisciplinary course in the Theory of Knowledge. This exercise is designed to encourage critical and independent thinking. Topics examined include the foundations of logic and philosophy, the nature of scientific proof, the fundamental concepts of social sciences, the nature of values and the question of truth.

### **Extended Essay**

Students must select, research, and write an extended essay in one of their six examination Subjects. Each student works under the guidance of the Subject teacher.

### **CAS: Creativity, Action and Service**

In addition to being a requirement for the IB Diploma, CAS activities are required of all IB students at ISS. CAS participation is intended to develop a student's artistic creation, physical well-being and commitment to serve the communities in which they live. Some of the options which may be available are as follows:

#### **Creativity**

Model United Nations (MUN)  
Yearbook  
Art  
Design Technology (DT)  
Computing courses  
Drama - acting and/or technical assistance  
Band  
Choir

#### **Action**

School or community sports teams  
Team Manager  
Individual sports participation:  
    horse riding  
    swimming  
    table-tennis  
    windsurfing  
Community service projects involving active participation (IFG or others)  
Organizing activities in school or community

**Service: internal**

Primary school teacher assistants  
Administrative assistants  
Library assistants  
Student Council /Class Officer

**Service: external**

Working with the mentally handicapped  
Working with the Daisies or Cub Scouts  
Social work, visiting and helping the elderly.

**Examinations and the award of the IB diploma and certificates**

**All examinations leading to the Diploma normally take place at the end of the second year of study (grade 12).** The examinations are externally set by the IBO (International Baccalaureate Organization). However, in most Subjects a part of the Programme (not to exceed 30%) is internally assessed by the school. The grading scale for IB examinations is as follows:

<b>7</b>	<b>=</b>	<b>excellent</b>
<b>6</b>	<b>=</b>	<b>very good</b>
<b>5</b>	<b>=</b>	<b>good</b>
<b>4</b>	<b>=</b>	<b>satisfactory</b>
<b>3</b>	<b>=</b>	<b>mediocre</b>
<b>2</b>	<b>=</b>	<b>poor</b>
<b>1</b>	<b>=</b>	<b>very poor</b>

In addition, a student may earn up to three additional points for superior performance in Theory of Knowledge and the Extended Essay.

The Diploma will normally be awarded to candidates whose total score reaches or exceeds 24 points provided all the following requirements have been met:

- a) numeric grades have been awarded in all six subjects registered for the diploma
- b) an approved programme of creativity, action and service (CAS) has been completed
- c) grades A to D have been awarded for both Theory of Knowledge and an extended essay
- d) there is no grade 1 in any subject
- e) there is no grade 2 at higher level
- f) there is no more than one grade 2 at standard level
- g) overall, there are no more than three grades 3 or below
- h) at least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level)
- i) at least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level)
- j) the final award committee has not judged the candidate to be guilty of malpractice

For students with a total score of 28 points or higher, requirements c), e), f), h) and i) are relaxed by one grade.

Certificate candidates will be issued a document from the IBO listing the Subject examinations taken along with the scores received.

## **THE FOLLOWING IB SUBJECTS MAY BE OFFERED AT ISS:**

**The school reserves the right to add or delete courses according to student demand and staff availability**

### **GROUP 1: Language A1**

English A1 - Higher and Standard  
Norwegian A1 - Higher and Standard  
Self taught Mother Tongue - Standard Level only

### **GROUP 2: Second Language**

English A2 - Higher and Standard  
French - Higher and Standard  
Spanish - Higher, Standard and Ab Initio

### **GROUP 3: Individuals and Societies**

History - Higher and Standard  
Economics - Higher and Standard  
Psychology - Higher and Standard

### **GROUP 4: Experimental Sciences**

Biology - Higher and Standard  
Chemistry - Higher and Standard  
Physics - Higher and Standard

### **GROUP 5: Mathematics and Computer Science**

Mathematical Studies - Standard  
Mathematics - Standard  
Mathematics - Higher  
Computer Science - Higher and Standard

### **GROUP 6: The Arts and Additional Subjects**

Visual Arts - Higher or Standard  
(Additional Choice from Groups 1-5 - Higher or Standard subject to demand and scheduling)

### **Programme fees**

*Additional fees are charged for all IB Diploma and Certificate candidates to cover the costs of administering the Programme and examinations. Examination fees are billed separately following examination registration.*

### **Attitudes and skills of a successful IB candidate**

1. An eagerness to learn;
2. Efficient time management (i.e. use of agenda or homework diary, prompt submission of work, good use of non-scheduled periods);
3. Note-taking as a habit (an organized and structured folder with assignments, past papers and handouts into which the student makes daily notes during class discussions);
4. Good preparation for lessons: bringing to class and being prepared to use both ideas and materials - notes, textbooks, pen, pencil, ruler, eraser, calculator;
5. The ability to complete assignments on time;
6. A well-considered balance between academic and social activities,
7. An ability to use initiative to achieve personal understanding and the initiative to ask for help;
8. The willingness to work consistently for the entire two-year Programme.

## COLLEGE/UNIVERSITY PLACEMENT

The IB Coordinator along with the High School Counselor will provide assistance in answering questions about guidance in planning for the IB Programme. An extensive collection of career materials and university catalogues can be found in ISS's high school library and on the worldwide Web. Information concerning national and university recognition policies may be obtained through the High School Counselor, the IB Coordinator, or the IB webpage [www.ibo.org](http://www.ibo.org). The Counselor is solely responsible for scheduling students and ensuring their university/college placements.

Students holding the IB Diploma have been accepted by universities and other institutions of higher education in countries all around the world, usually on the basis of negotiated equivalence agreements with these bodies and the Ministries of Education in accordance with national requirements.

## INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE)

Students at ISS can choose to take the IGCSE in a number of subjects, usually at the end of the 10th grade. IGCSE courses are normally two years in length, so students choose subjects for their 9<sup>th</sup> and 10<sup>th</sup> grade together which can prepare them for the examinations they wish to take. IGCSE is an internationally recognised qualification, equivalent in standard to the British GCSE and GCE 'O' level examinations. It was developed by the University of Cambridge Local Examinations Syndicate (UCLES), after extensive consultation with international educationalists, in response to the need for a curriculum specifically tailored to international students, with an assessment system suitable for all abilities. The IGCSE is now available in many international and national schools in over 100 countries worldwide.

The aims of the IGCSE are to support modern curriculum development, to promote international understanding, to encourage good teaching practice, and to set widely recognised standards. It provides an excellent foundation for further study, including the International Baccalaureate Diploma (IB).

IGCSE examination results are also used when applying for universities (especially in Britain) to indicate a student's ability in the different subjects. A grade C in IGCSE First Language English can satisfy the English proficiency requirements of universities in the UK and some other English-speaking countries. ISS may offer the following IGCSE examinations to students following appropriate programmes:

### Group I: Languages

- First Language English
- Foreign Language French
- Foreign Language Spanish

### Group II: Humanities and Social Sciences

- Geography
- History
- Literature (English) – taught as part of English class

### Group III: Sciences

- Co-ordinated Sciences (Double Award) – a combination of Biology and Physical Sciences

### Group IV: Mathematics

- Mathematics – the IGCSE Extended examination may be taken at the end of all ISS 10<sup>th</sup> grade Mathematics courses

### Group V: Creative, Technical and Vocational

- Art and Design
- Information and Communication Technology
- Drama

IGCSE caters for students of almost any ability, with an 8-point scale of grades: A\* - G. In most subjects there is a choice between Core and Extended curriculum papers, allowing the students to be entered for the most appropriate level in each subject. A range of assessment techniques are available, including teacher assessment in some subjects, although the bulk of the assessment is based on formal examinations in May/June.

*Examination fees for IGCSE are billed separately following examination registration.*

More information can be obtained from the Cambridge International Examinations website [www.cie.org.uk](http://www.cie.org.uk)

# HIGH SCHOOL PROGRAM PLANNERS FOR GRADES 9 & 10

## 9<sup>th</sup> Grade Program

Subject	Required?	IGCSE?	Check box below as worksheet
English	Yes	Yes No	<input type="checkbox"/> English 9, or <input type="checkbox"/> EAL
Mathematics	Yes	Yes	<input type="checkbox"/> Mathematics Extended (IGCSE)
Science	Yes	Yes Yes	<input type="checkbox"/> Physical Science I, and possibly <input type="checkbox"/> Biology (if on a track to return to high school in US)
Social Studies	Yes	Yes Yes	<input type="checkbox"/> Geography I, or <input type="checkbox"/> Modern World History
Physical Education	Yes	No	<input type="checkbox"/> P.E./Health 9 (required)
Languages	No	No Yes Yes	<input type="checkbox"/> Native Norwegian 9, or <input type="checkbox"/> French <input type="checkbox"/> Spanish
Electives	No	Yes Yes No No No Yes No No	<input type="checkbox"/> Drama <input type="checkbox"/> Art <input type="checkbox"/> Band <input type="checkbox"/> Choir <input type="checkbox"/> Design Technology <input type="checkbox"/> Computer Studies <input type="checkbox"/> Yearbook <input type="checkbox"/> Mindstorming  Other electives may be made available but are dependent upon demand and the ability to schedule

## 10<sup>th</sup> Grade Program

Subject	Required?	IGCSE?	Check box below as worksheet
English	Yes	Yes No	<input type="checkbox"/> English 10, or <input type="checkbox"/> EAL
Mathematics	Yes	Yes	<input type="checkbox"/> Mathematics Extended (IGCSE)
Science	Yes	Yes Yes	<input type="checkbox"/> Physical Science II, and/or <input type="checkbox"/> Biology
Social Studies	Yes	Yes Yes	<input type="checkbox"/> Geography II, or <input type="checkbox"/> Comparative Government
Physical Education	No	No No	<input type="checkbox"/> P.E.10-12 (1/2 or full credit), or <input type="checkbox"/> Aerobics and Total Body Conditioning (1/2 or full credit)
Languages	No	No Yes Yes	<input type="checkbox"/> Native Norwegian 10, or <input type="checkbox"/> French <input type="checkbox"/> Spanish
Electives	No	Yes Yes No No No Yes No No	<input type="checkbox"/> Drama <input type="checkbox"/> Art <input type="checkbox"/> Band <input type="checkbox"/> Choir <input type="checkbox"/> Design Technology <input type="checkbox"/> Computer Studies <input type="checkbox"/> Yearbook <input type="checkbox"/> Mindstorming  Other electives may be made available but are dependent upon demand and the ability to schedule

## HIGH SCHOOL PROGRAM PLANNERS FOR GRADES 11 & 12

Students intending to graduate from ISS with a Full International Baccalaureate Diploma (in addition to an ISS High School Diploma) will choose a two-year program from the course options outlined below. IB Diploma students must choose **three Higher Level** and **three Standard Level** subjects, *one from each group 1 – 6* (a subject from Group 6 can be replaced by an extra subject from one of the other groups, depending on scheduling). IB Diploma students must also take Theory of Knowledge, participate in CAS activities (including ISS Elective classes), and write an Extended Essay. Students who choose to follow the ISS High School Diploma option have a little more flexibility, but must ensure that they have sufficient credits in each subject area to enable them to graduate. All students are encouraged to choose a challenging well-rounded educational program for their last two years of High School.

**The courses and combinations of courses available in any year will depend on scheduling, student demand and staff availability. The chart below will enable students to make provisional choices, which will be discussed with the Counsellor at a later date.**

Group 1 (First language)	English A1 Norwegian A1 Self-taught A1 in your own first language – with a tutor	<input type="radio"/> HL <input type="radio"/> HL	<input type="radio"/> SL <input type="radio"/> SL <input type="radio"/> SL
Group 2 (Second language)	English A2 (must be taken if English A1 is not chosen) French B Spanish B Spanish ab initio (for beginners)	<input type="radio"/> HL <input type="radio"/> HL <input type="radio"/> HL	<input type="radio"/> SL <input type="radio"/> SL <input type="radio"/> SL <input type="radio"/> SL
Group 3 (Individuals and Societies)	History Economics Psychology	<input type="radio"/> HL <input type="radio"/> HL <input type="radio"/> HL	<input type="radio"/> SL <input type="radio"/> SL <input type="radio"/> SL
Group 4 (Experimental Sciences)	Biology Chemistry Physics	<input type="radio"/> HL <input type="radio"/> HL <input type="radio"/> HL	<input type="radio"/> SL <input type="radio"/> SL <input type="radio"/> SL
Group 5 (Mathematics)	Mathematics Mathematical Studies Computer Science (only as an additional option in this group and scheduled along with group 6 subjects)	<input type="radio"/> HL  <input type="radio"/> HL	<input type="radio"/> SL <input type="radio"/> SL <input type="radio"/> SL
Group 6 (The Arts and Additional Choices)	Visual Arts Or choose an additional choice from Groups 1 through 5, subject to scheduling.  Additional offerings may be made available but are dependent upon demand and the ability to schedule	<input type="radio"/> HL  <input type="radio"/> HL	<input type="radio"/> SL <input type="radio"/> SL <input type="radio"/> SL
Theory of Knowledge (TOK)	Required for all IB Diploma students	<input type="radio"/> TOK	
CAS and ISS Electives	CAS required for all IB Diploma students Include at least one of the timetabled classes below (subject to scheduling) Symphonic Choir Symphonic Band PE 10-12 Aerobics and Total Body Conditioning Yearbook MUN	<input type="radio"/> CAS  <input type="radio"/> Choir <input type="radio"/> Band <input type="radio"/> PE <input type="radio"/> Aerobics <input type="radio"/> Yearbook <input type="radio"/> MUN	
Extended Essay	Required for all IB Diploma students	<input type="radio"/> EE	

# ENGLISH AND DRAMA COURSES AT ISS

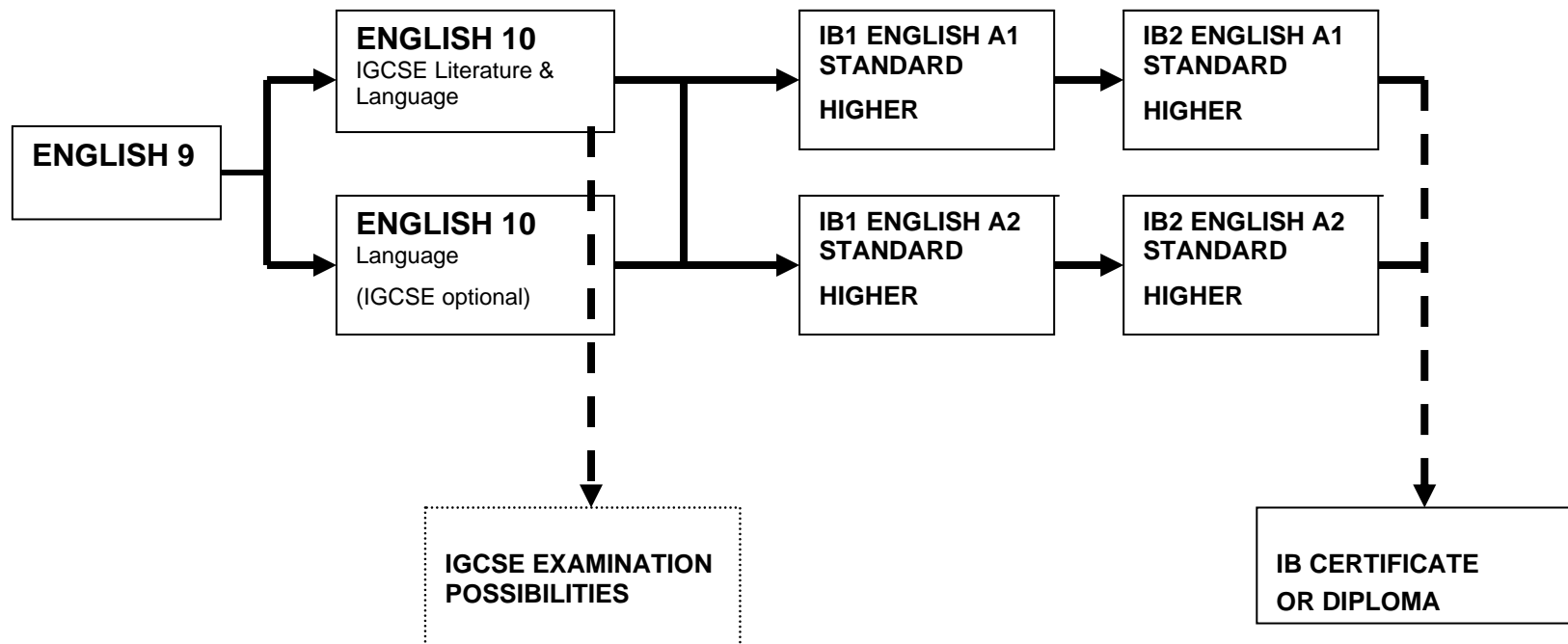
Recommended grade

Grade 9

Grade 10

Grade 11

Grade 12



# ENGLISH

## English 9

Grade 9  
1 credit  
Full year  
Recommendation: Completion of Grade 8 English or equivalent

Students taking this course are expected to be fluent in English. The course consists of general study of language and literature designed to prepare students for further experience in language arts, including pursuit of an IGCSE in First Language English and/or English Literature. Students will explore a variety of literary works including prose, poetry, short stories and drama and will hone their analytical skills through written tasks, class discussions, and project work.

### **Assessment:**

Assessments for this course will include the following: analytical writing which is factual, informative or argumentative; personal writing which is imaginative, reflective, creative and thoughtful; directed writing which demonstrates an understanding of writing forms and elaborates on the selected texts; and oral presentations and discussions which demonstrate a student's ability to delineate and defend a position. Rubrics for written and oral work will be based on IGCSE expectations and provide a strong foundation for pursuing these endorsements in grade 10.

## English 10/IGCSE English Language and Literature

Grade 10  
1 credit  
Full year  
Recommendation: Completion of Grade 9 English or equivalent

Students taking this course are expected to be fluent in English. Both the English Language and the English Literature components of the IGCSE will direct the content of this course which will include the study of prose, poetry and drama. Students will work throughout the course toward further developing their analytical skills as well as their oral and written communications skills. This class is designed for students who expect to take both the IGCSE Language and IGCSE Literature examinations.

### **Assessment:**

Assessments for this course will include the following: analytical writing which is factual, informative or argumentative; personal writing which is imaginative, reflective, creative and thoughtful; and oral presentations and discussions which demonstrate a student's ability to define and defend a position. IGCSE rubrics will be used to assess all written work.

## English 10/IGCSE Language

Grade 10  
1 credit  
Full year  
Recommendation: Completion of Grade 9 English or equivalent.

Students taking this course will be expected to be fluent in English. Students will explore a range of literary works including poetry, prose and drama, and will work toward further developing their analytical skills as well as their oral and written communications skills. The English Language component of the IGCSE will be offered in conjunction with this course; however, this component is not required.

### **Assessment:**

Assessments for this course will include the following: analytical writing which is factual, informative or argumentative; personal writing which is imaginative, reflective, creative and thoughtful; and oral presentations and discussions which demonstrate a student's ability to define and defend a position. IGCSE rubrics will be used to assess all written work, though these may be modified somewhat if appropriate.

### **IB English Language A1 – Higher Level & Standard Level**

Grade 11 (IB year one) and 12 (IB year two)

1.5 credits Higher Level each year

1 credit Standard Level each year

Full year (two-year course)

Weighted

Recommendation: Completion of Grade 10 English or equivalent

The Language A1 Program aims to promote an appreciation of the wealth and subtleties of the language and to lead to an awareness of linguistic structures. It seeks to facilitate the clear expression of ideas, to aid clear, precise presentation of argument and to assist in the understanding of both oral and written discourse.

The English A1 course encourages the development of an appreciation for literature. Students in the higher-level course will study fifteen literary works while students at standard level will study eleven. Texts are selected from lists prescribed by the IBO and the syllabus consists of varying genres (prose fiction, poetry, drama and prose nonfiction), time periods and cultures.

#### **Assessment:**

Assessments for this course will include both written and oral work, focused heavily on literary analysis. In addition to regular class work, students are expected to complete written coursework (one piece for standard level and two for higher level), deliver oral presentations, and sit two external examinations for their IB qualification. Assessment criteria and requirements differ for higher- and standard-level students.

### **IB English Language A2 – Higher Level & Standard Level**

Grade 11 (year one) and 12 (year two)

1.5 credits Higher Level each year

1 credit Standard Level each year

Full year (two year course)

Weighted

Recommendation: Completion of Grade 10 English or equivalent

This course is designed for learners who do not have English as their first language but who are highly competent users of the English language.

The A2 course aims to develop a variety of linguistic skills through the study of a wide range of texts and topics, to promote an appreciation of the wealth and subtleties of the language and target cultures, and to facilitate the clear expression of ideas. Students will engage in close, detailed and critical examination of texts from different genres, media, styles, and contexts and will explore topics of import in contemporary culture.

#### **Assessment:**

Assessments for this course will include both written and oral work. In addition to regular class work, students are expected to complete written coursework (two pieces), deliver oral presentations, and sit two external examinations for their IB qualification. Assessment criteria and requirements differ for higher- and standard-level students.

## **EAL (English as Additional Language)**

**\*The course is offered according to demand**

### **EAL English Course Grades 9/10\***

1 Credit

Up to one year

Recommendation: from EAL testing.

EAL English classes are offered to students whose mother tongue is not English and whose mastery of the English language has not yet reached a level which would allow them to learn effectively in mainstream English classes. Students taking this course will receive intensive instruction in the English language with the aim being to enter the mainstream English class as soon as possible. These students will be recommended to move to the appropriate level of mainstream English after consultation with the EAL teacher and the mainstream English teacher and/or Head of the English Department.

#### **Assessment:**

An EAL grade is given and assessment will allow for a portion of this grade to be based on effort and progress while the remainder of the grade will be bench marked against the native or near-native stream appropriate to the student. The primary goal of this class is to move into an appropriate mainstream English course by the end of 10<sup>th</sup> grade as no EAL support is offered in grades 11 and 12 at ISS. Evaluation will reflect the progress in written and verbal skills towards this goal.

### **EAL Support Course Grades 9/10\***

0 Credit

Up to one year

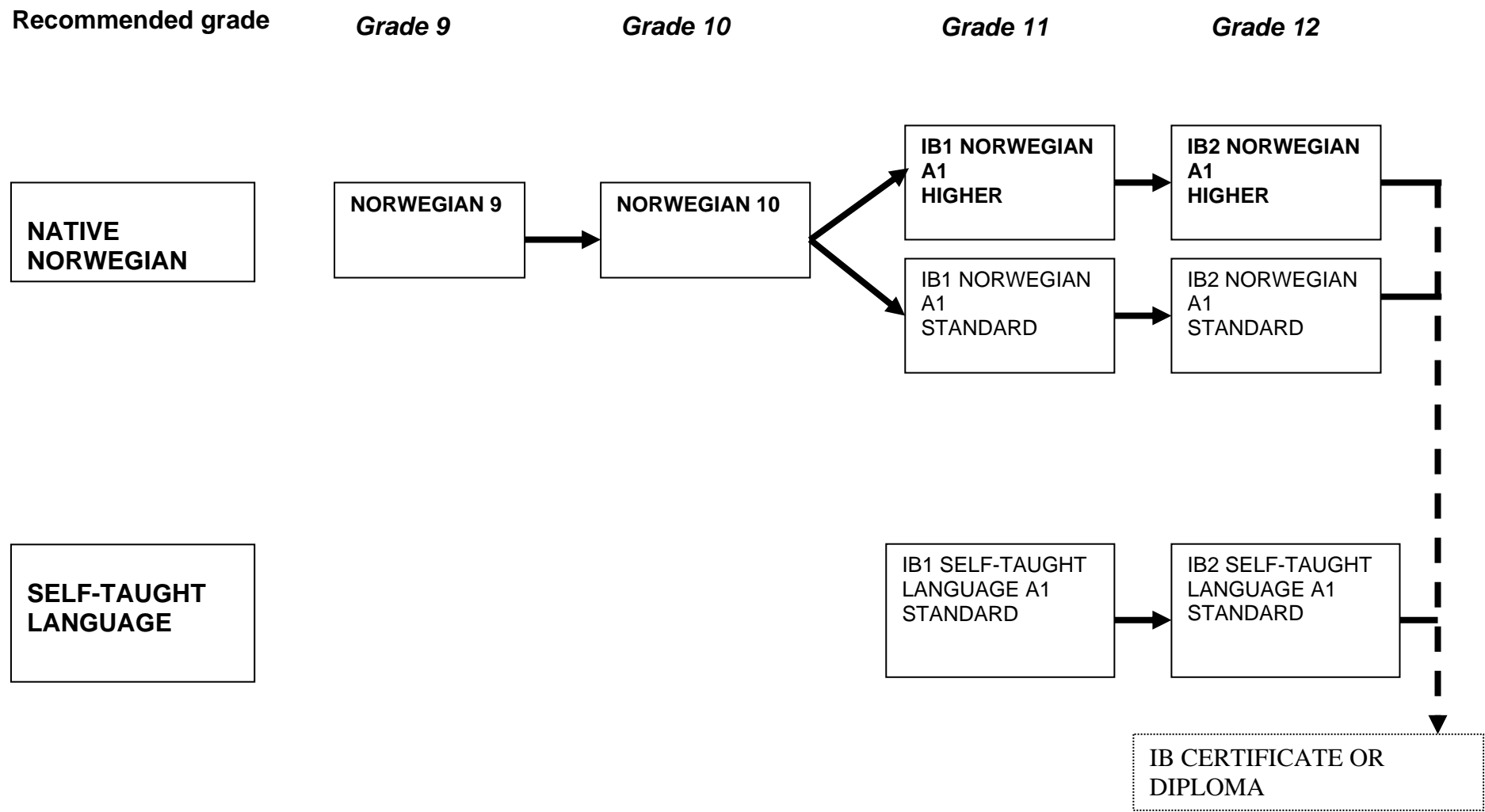
Recommendation: from EAL testing

EAL support classes are offered to students during Modern Language or Elective class times. Students receiving additional EAL support attend mainstream English classes but also engage in learning activities designed to develop their ability to communicate in social and academic settings. Students learn to write for a variety of purposes, acquiring skills in paragraph organization and effective editing.

#### **Assessment:**

No grade is given for EAL support, but a quarterly narrative report will assess progress.

# NORWEGIAN and SELF-TAUGHT LANGUAGE AT ISS



## NORWEGIAN

### Norwegian 9

Grade 9

1 credit

Full year

Recommendation: Native or very near native command of the written and oral language, and if possible, completion of the grade 8 course

In this course, students will explore various genres including drama, film, novels, short stories, poetry and nonfiction as well as highlights in the history of Norwegian literature. Students will hone their skills in both written and spoken Norwegian and will engage in extensive analysis of texts.

#### **Assessment:**

Assessment of students' work in the grade 9 Norwegian course will include analytical writing, personal writing, directed writing and oral presentations. The assessment criteria and weighting will be clearly stated for each major assignment.

### Norwegian 10

Grade 10

1 credit

Full year

Recommendation: Native or very near native command of the written and oral language and completion of grade 9 Norwegian or equivalent

In this course the students will study prose, poetry and drama, building a foundation for literary analysis and interpretation. Students will further develop their written and oral communication skills and work toward improving their appreciation of literary features and effects.

#### **Assessment:**

Assessment for students taking the grade 10 Norwegian course will include analytical writing, personal writing, directed writing and oral presentations. The assessment criteria and the weighting of evaluation will be clearly stated for each major assignment.

### IB Norwegian Language A1 – Higher Level & Standard Level

Grade 11 (IB year one) and 12 (IB year two)

1.5 credits Higher Level

1 credit Standard Level

Full year (two year course)

Weighted

Recommendation: Native or very near-native command of the language and completion of Grade 10 Norwegian or equivalent

The Language A1 Program aims to promote an appreciation of the wealth and subtleties of the language and to lead to an awareness of linguistic structures. It seeks to facilitate the clear expression of ideas, to aid clear, precise presentation of argument and to assist in the understanding of both oral and written discourse.

The Norwegian A1 course encourages the development of an appreciation for literature. Students in the higher-level course will study fifteen literary works while students at standard level will study eleven. Texts are selected from lists prescribed by the IBO and the syllabus consists of varying genres (prose fiction, poetry, drama and prose nonfiction), time periods and cultures.

#### **Assessment:**

Assessments for this course will include both written and oral work, focused heavily on literary analysis. In addition to regular class work, students are expected to complete written coursework (one piece for standard level and two for higher level), deliver oral presentations, and sit two external examinations for their IB qualification. Assessment criteria and requirements differ for higher- and standard-level students.

# SELF-TAUGHT LANGUAGE A1

## IB School supported self-taught Language A1 - Standard Level

Grade 11 (IB year one) and 12 (IB year two)  
1 credit Standard Level each year  
Full year (two year course)  
Weighted

Students can choose a school supported self-taught Language A1 program if their first language is not one of the A1 languages offered by the school (i.e. neither English nor Norwegian). They are expected to have native or very near-native command of the A1 language which they study. The school will provide support in the form of advice on the structure of the program, information about assessment requirements, formal literacy training, and general supervision of the program. Guidance in the A1 language and support in studying the texts can be provided by an external tutor where available. Tutors are not provided or employed by ISS, and are not involved in the assessment for IB.

The Language A1 Program aims to promote an appreciation of the wealth and subtleties of the language and to lead to an awareness of linguistic structures. It seeks to facilitate the clear expression of ideas, to aid clear, precise presentation of argument and to assist in the understanding of both oral and written discourse. The Language A1 Program encourages the development of an appreciation of literature and knowledge of texts written in the A1 Language. In view of the international nature of the International Baccalaureate, the program does not limit the study of literature to the achievements of one culture. This aspect is incorporated into the program through the study of World Literature, which is a central and integral part of the A1 program. Eleven works are studied in total, six written originally in the A1 Language and five written originally in a different language (World Literature).

### **Assessment:**

ISS assessment for school supported self-taught Language A1 programs is made on a pass-fail basis. Final IB assessment is based on a World Literature essay, two written examination papers, and a recorded oral examination set by IB.

# MOTHER TONGUE LANGUAGE CLASSES

In addition to classes taught during the school day in recent years there have been additional mother tongue language classes being taught outside of the school day. Instruction is provided by a qualified language instructor on a private basis. Classes currently being delivered include German and Italian.

## German

Grades 9-12  
1 credit  
Full year  
Does not contribute to the students GPA

These after-school classes for German students provide the necessary continuation of language instruction as required by the German Government. Successful completion of one year is awarded one credit which is listed on the student's transcript, but does not contribute the students GPA.

Instruction is provided by a certified German language teacher on a private basis.

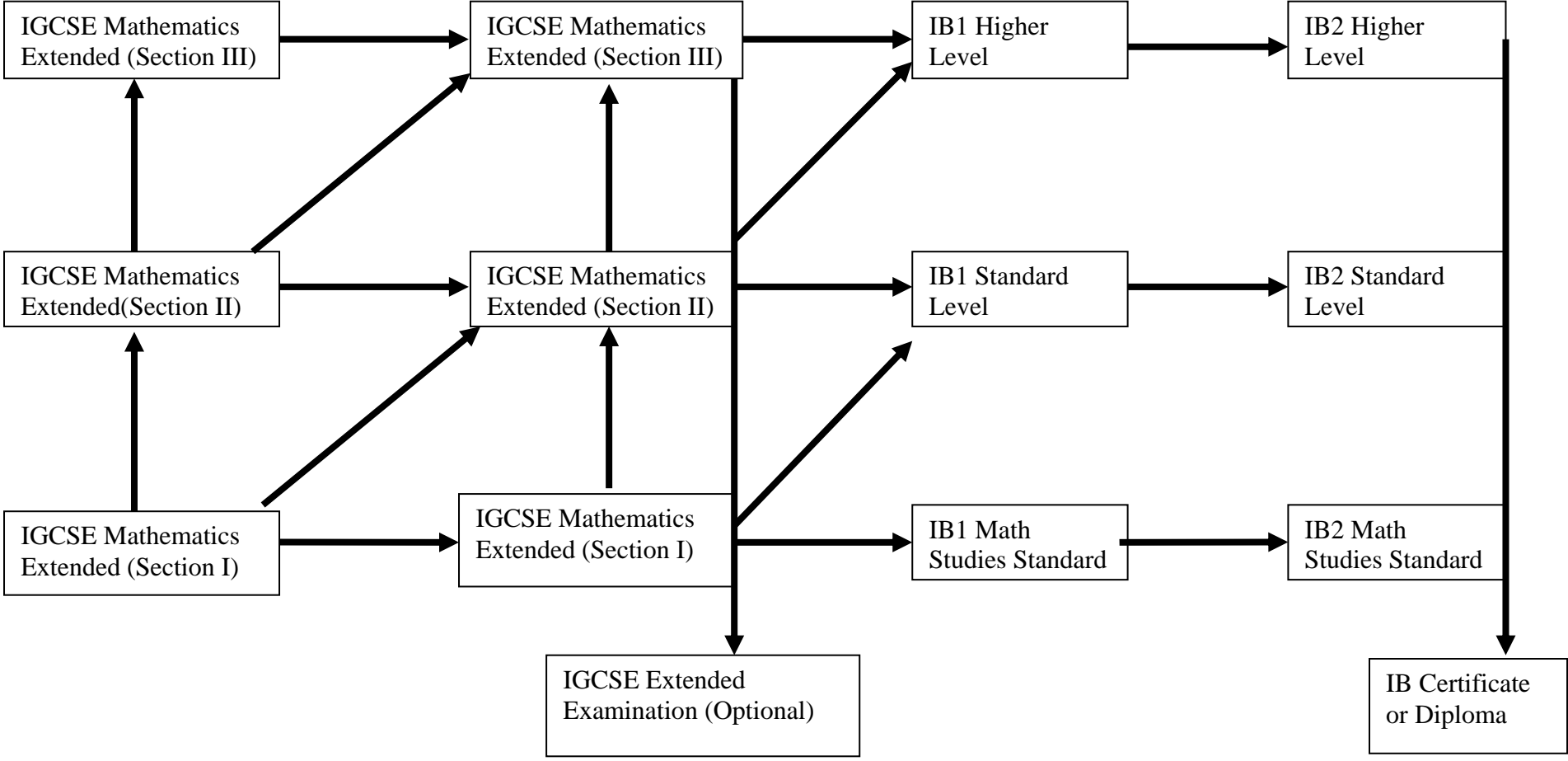
**MATH COURSES AT ISS**

**Grade 9**

**Grade 10**

**Grade 11**

**Grade 12**



# MATHEMATICS

The mathematics department at ISS strives to give each and every student the best possible mathematical education. Our goal is to make sure that each and every student is properly placed into the math course that suits his or her individual needs and ability level. In grades 9 and 10 the Mathematics Extended IGCSE course has three sections. In each section students cover all content areas of the IGCSE Mathematics Extended Examination. The description of each of the sections is outlined as follows:

**Section I** is designed to help the students with varying ability levels appreciate mathematics and develop fundamental skills necessary for their future studies. Students enrolled in this course generally have found mathematics to be quite challenging and need to strengthen their foundational knowledge. Students in this course will be fully prepared for the IB Mathematical Studies Standard Level course. In general students in these courses do not anticipate a strong need for mathematics in their university studies.

**Section II** is designed for students who have a strong foundational knowledge of mathematics and a solid understanding of the basic principles of Algebra. Students in this course enjoy a rigorous and fast-paced study of mathematics. At the end of the two years, students in this course will be fully prepared for the IB Standard Level course. Students in this course anticipate studying courses such as chemistry, economics, psychology, and business at the university level.

**Section III** is designed for students who excel and have a keen interest in mathematics. Students in this course will study mathematics at a much deeper and abstract level than the students in Sections I and II. Students in this course will be expected to have a strong foundation in Algebraic Principles. This course will be rigorous, fast-paced and very demanding. At the end of the two years, students in this course will be fully prepared for the IB Higher Level course. Students in this course have a definite desire for mathematics to be a major component of his or her university studies.

In order for an appropriate placement recommendation to be made course grades and test/ examination scores are reviewed along with ISA results. In addition any country or college requirements are taken into consideration. We also understand that there is a need for flexibility and have made allowances for movement from section to section as the student's interests and needs change. If a student desires to move to a higher section between grades (between 9<sup>th</sup> and 10<sup>th</sup> grade or between 10<sup>th</sup> and 11<sup>th</sup>) we ask that he or she complete some assigned work on the topics that have been missed, as students will be expected to have learned and understood this material in future courses. It is our hope that each student will settle into the section that is both challenging and rewarding. Below is a more detailed description of each course.

## **Grade 9 IGCSE Mathematics Extended** **(Section I)**

Grade 9

1 Credit

Full year - IGCSE Extended (1)

Prerequisites: Completion of Grade 8 Mathematics or its equivalent

### **Aims:**

This is the first year of a two year course that covers a variety of mathematical topics including Algebra, Functions, Geometry, Vectors, Trigonometry, Sets, Probability, and Statistics. The aims of the course are to enable students to appreciate mathematics, develop their mathematical knowledge and practical skills, apply mathematics in everyday situations and other subjects, develop an understanding of mathematical principles, solve problems and acquire a foundation appropriate to their further study of mathematics and other disciplines. In addition, this course is designed to prepare students for enrollment in the IB Math Studies course. As stated in the IB syllabus, this course caters for students with varied backgrounds and abilities. It is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes. Upon successful completion of the Grade 9 and 10 IGCSE Mathematics Extended course, students are prepared to take the IGCSE Extended Exam. A TI-84 graphics display calculator is required for this course.

### **Assessment:**

Homework; quizzes and tests; investigations

**Grade 9 IGCSE Mathematics Extended**  
**(Section II)**

Grade 9

1 Credit

Full Year – IGCSE (1)

Prerequisites: Successful completion of Grade 8 Math or its equivalent

**Aims:**

This is the first year of a two year course that covers a variety of mathematical topics including Algebra, Functions, Geometry, Vectors, Trigonometry, Sets, Probability, and Statistics. Students in this course will explore the topics covered in the IGCSE curriculum at a much deeper and challenging level than is required by the IGCSE curriculum. In addition, students enrolled in this course will cover material beyond the IGCSE curriculum in order to prepare the students for enrollment in IB Mathematics Standard Level course. Students in this course can also enroll in IB Mathematics Higher Level with the completion of additional work the summer before enrolling into the 11<sup>th</sup> grade. The aims of the course are to enable students to appreciate mathematics, develop their mathematical knowledge and practical skills, apply mathematics in everyday situations and other subjects, develop an understanding of mathematical principles, solve problems and acquire a foundation appropriate to their further study of mathematics and other disciplines through a rigorous and fast-paced study of mathematics. Students enrolled in this course are expected to have a sound mathematical background as well as an understanding of the basic principles of Algebra. As stated in the IB syllabus, students enrolled in this course have an interest in studying subjects such as chemistry, economics, psychology and business after graduating from ISS. Upon successful completion of the Grade 9 and 10 IGCSE Mathematics Extended course, students are prepared to take the IGCSE Extended Exam. A TI-84 graphics display calculator is required for this course.

**Assessment:**

Homework; quizzes and tests; investigation

**Grade 9 IGCSE Mathematics Extended**  
**(Section III)**

Grade 9

1 Credit

Full Year – IGCSE (1)

Prerequisites: Successful completion of Grade 8 Math or its equivalent

**Aims:**

This is the first year of a two year course that covers a variety of mathematical topics including Algebra, Functions, Geometry, Vectors, Trigonometry, Sets, Probability, and Statistics. Students in this course will explore the topics covered in the IGCSE curriculum at a much deeper and challenging level than is required by the IGCSE curriculum. In addition, students enrolled in this course will cover material well beyond the IGCSE curriculum in order to prepare the students for enrollment in IB Mathematics Higher Level course. The aims of the course are to enable students to appreciate mathematics, develop their mathematical knowledge and practical skills, apply mathematics in everyday situations and other subjects, develop an understanding of mathematical principles, work at a more abstract and conceptual level, solve problems and acquire a foundation appropriate to their further study of mathematics and other disciplines through an extremely rigorous and fast-paced study of mathematics. Students enrolled in this course are expected to have a strong mathematical background as well as an understanding of the basic principles of Algebra. As stated in the IB syllabus, students enrolled in this course will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others make take this course because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. Upon successful completion of the Grade 9 and 10 IGCSE Mathematics Extended course, students are prepared to take the IGCSE Extended Exam. A TI-84 graphics display calculator is required for this course.

**Assessment:**

Homework; quizzes and tests; investigation

**Grade 10 IGCSE Mathematics Extended**  
**(Section I)**

Grade 10

1 Credit

Full year - IGCSE Extended (2)

Prerequisites: Successful completion of Grade 9 IGCSE Mathematics Extended Section I or its equivalent

**Aims:**

This is the second year of the two year course that covers a variety of mathematical topics including Algebra, Functions, Geometry, Vectors, Trigonometry, Sets, Probability, and Statistics. The aims of the course are to enable students to appreciate mathematics, develop their mathematical knowledge and practical skills, apply mathematics in everyday situations and other subjects, develop an understanding of mathematical principles, solve problems and acquire a foundation appropriate to their further study of mathematics and other disciplines. In addition, this course is designed to prepare students for enrollment in the IB Math Studies course. As stated in the IB syllabus, this course caters for students with varied backgrounds and abilities. It is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes. Upon successful completion of the Grade 9 and 10 IGCSE Mathematics Extended course, students are prepared to take the IGCSE Extended Exam. A TI-84 graphics display calculator is required for this course.

**Assessment:**

Homework; quizzes and tests; investigations

**Grade 10 IGCSE Mathematics Extended**  
**(Section II)**

Grade 10

1 Credit

Full Year – IGCSE (2)

Prerequisites: Successful completion of Grade 9 IGCSE Mathematics Extended Section II or its equivalent;  
Successful completion of Grade 9 IGCSE Mathematics Extended Section I and additional topics  
to be completed over the summer

**Aims:**

This is the second year of the two year course that covers a variety of mathematical topics including Algebra, Functions, Geometry, Vectors, Trigonometry, Sets, Probability, and Statistics. Students in this course will explore the topics covered in the IGCSE curriculum at a much deeper and challenging level than is required by the IGCSE curriculum. In addition, students enrolled in this course will cover material beyond the IGCSE curriculum in order to prepare the students for enrollment in IB Mathematics Standard Level course. Students in this course can also enroll in IB Mathematics Higher Level with the completion of additional work the summer before enrolling into the 11<sup>th</sup> grade. The aims of the course are to enable students to appreciate mathematics, develop their mathematical knowledge and practical skills, apply mathematics in everyday situations and other subjects, develop an understanding of mathematical principles, solve problems and acquire a foundation appropriate to their further study of mathematics and other disciplines through a rigorous and fast-paced study of mathematics. Students enrolled in this course are expected to have a sound mathematical background as well as an understanding of the basic principles of Algebra. As stated in the IB syllabus, students enrolled in this course have an interest in studying subjects such as chemistry, economics, psychology and business after graduating from ISS. Upon successful completion of the Grade 9 and 10 IGCSE Mathematics Extended course, students are prepared to take the IGCSE Extended Exam. A TI-84 graphics display calculator is required for this course.

**Assessment:**

Homework; quizzes and tests; investigation

**Grade 9 IGCSE Mathematics Extended**  
**(Section III)**

Grade 10

1 Credit

Full Year – IGCSE (2)

Prerequisites: Successful completion of Grade 9 IGCSE Mathematics Extended Section III or its equivalent;  
Successful completion of Grade 9 IGCSE Mathematics Extended Section II and additional topics  
to be completed over the summer

**Aims:**

This is the second year of the two year course that covers a variety of mathematical topics including Algebra, Functions, Geometry, Vectors, Trigonometry, Sets, Probability, and Statistics. Students in this course will explore the topics covered in the IGCSE curriculum at a much deeper and challenging level than is required by the IGCSE curriculum. In addition, students enrolled in this course will cover material well beyond the IGCSE curriculum in order to prepare the students for enrollment in IB Mathematics Higher Level course. The aims of the course are to enable students to appreciate mathematics, develop their mathematical knowledge and practical skills, apply mathematics in everyday situations and other subjects, develop an understanding of mathematical principles, solve problems and acquire a foundation appropriate to their further study of mathematics and other disciplines through an extremely rigorous and fast-paced study of mathematics. Students enrolled in this course are expected to have a strong mathematical background as well as an understanding of the basic principles of Algebra. As stated in the IB syllabus, students enrolled in this course will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others make take this course because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. Upon successful completion of the Grade 9 and 10 IGCSE Mathematics Extended course, students are prepared to take the IGCSE Extended Exam. A TI-84 graphics display calculator is required for this course.

**Assessment:**

Homework; quizzes and tests; investigation

**IB Mathematical Studies 1 & 2**

Grades 11-12

1 Credit per year

Standard Level

Full Year (x2)

Prerequisites: Successful completion of Grade 10 IGCSE Mathematics Extended Section I or its equivalent

**Aims:**

This course is designed to develop and broaden the students' understanding of mathematical processes with an emphasis on real life applications. In it, students will develop the mathematical skills necessary for life in our technological society. Topics of study include Algebra, Geometry, Trigonometry, Sets, Logic, Financial Mathematics, Statistics, Probability and Calculus. Through their studies, the students will develop an appreciation for the beauty, power and usefulness of mathematics. As well, students will continue to develop their logical, critical and creative thinking skills from a mathematical view point.

In addition to covering the IB syllabus, the students will be required to complete a mathematical research project. The students will collect all necessary data and perform appropriate mathematical analysis to satisfy IB marking criteria. This project should be the culmination of their mathematical studies, reflecting the knowledge that they have developed throughout the course.

**Assessment:**

Homework; quizzes and tests; investigations; extended project

## IB Mathematics Standard Level 1 & 2

Grade 11-12

1 credit per year

Standard level

Full year (x2)

Weighted

Prerequisites: Successful completion of Grade 10 IGCSE Mathematics Extended Section II or its equivalent;  
Successful completion of Grade 10 IGCSE Mathematics Extended Section I and additional topics to be completed over the summer

### **Aims:**

This 2 year program is designed to provide a background of mathematical thought and a reasonable level of technical ability. Mathematics SL focuses on enabling the student to develop a sound basis of mathematical skills and knowledge in order to facilitate the further study of mathematically related subjects such as chemistry, economics, medicine, geography and business studies. The aims are to enable the student to develop logical thought, to deepen the understanding of mathematical concepts and principles, to develop skills in devising and presenting mathematical arguments, and to apply skills and knowledge acquired in mathematics to other subject areas.

Mathematics SL takes a theoretical approach to mathematics in a more informal setting, as opposed to Mathematics HL, which has a more rigorous analytical approach to the study of mathematics. Topics include Vectors, Probability, Statistics, Trigonometry, Functions, Sequences, Series and Calculus.

### **Assessment:**

Homework; quizzes and tests; portfolio - investigation, mathematical modeling

## IB Mathematics Higher Level 1 & 2

Grade 11-12

1.5 Credits Higher Level

Full year (x2)

Weighted

Prerequisites: Successful completion of Grade 10 IGCSE Mathematics Extended Section III or its equivalent;  
Successful completion of Grade 10 IGCSE Mathematics Extended Section II and additional topics to be completed over the summer

### **Aims:**

This program is designed for students with mastery of and a strong background in mathematics. It is intended to meet the needs of the student who has a genuine interest in mathematics as well as the student planning to study related subjects such as physics, engineering and technology. The aims are to enable students to develop logical, critical and creative thinking in mathematics, employ and refine the powers of abstraction and generalization, have an awareness of and utilize the potential of technological developments in a variety of mathematical contexts and to communicate mathematically in a clear and concise way.

Mathematics HL is an analytical approach to theoretical mathematics and students enrolled in this class are expected to be strong mathematicians. Topics include Algebra, Functions, Matrices, Vectors, Statistics, Probability, and Calculus.

### **Assessment:**

Homework; quizzes and tests; portfolio - investigation, mathematical modeling

# SOCIAL STUDIES COURSES AT ISS

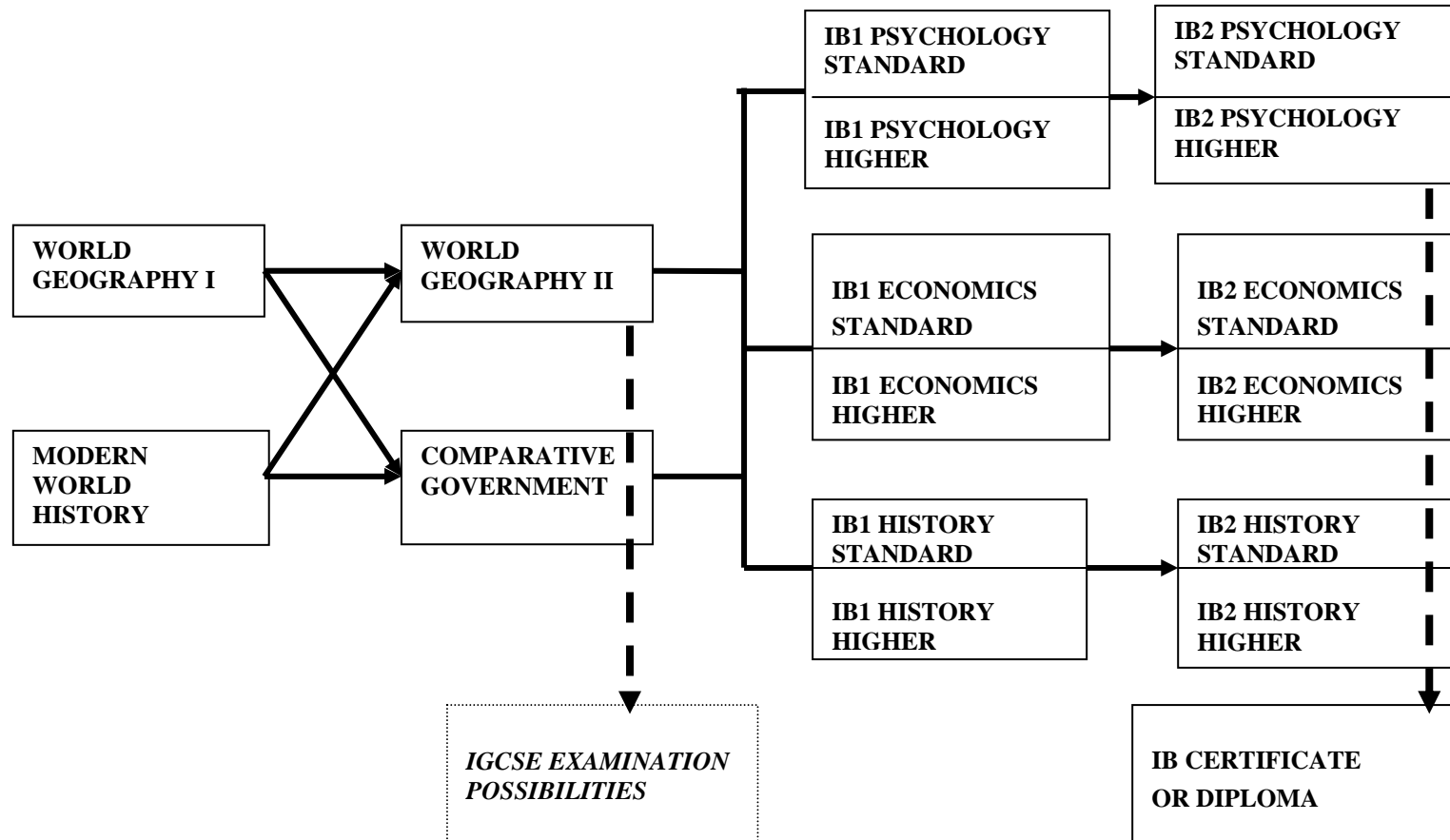
Recommended grade

Grade 9

Grade 10

Grade 11

Grade 12



# SOCIAL STUDIES

## Modern World History

Grade 9  
1 Credit  
Full Year  
No prerequisite

### **Aims:**

This syllabus gives the student the opportunity to study aspects of Twentieth Century History in outline and in depth. In addition, the course offers a breadth of range with the study of World, European and American History. The main focus this year will be 1900-1945. Students will be required to recall, select, organise and deploy knowledge of the syllabus content. They will also learn how to comprehend, interpret, evaluate and use a range of sources as evidence, in their historical context. Upon completion of Modern World History and Comparative Government, students are prepared to take the IGCSE exam.

### **Assessment:**

Students will be assessed by written assignments, oral presentations, classroom projects, participation, and examination. No previous historical knowledge is needed, though an interest in the subject and an awareness of current affairs is desirable. The course meets the History IGCSE requirements, provided the students study Comparative Government the following year.

Students will be required to meet the coursework requirements of the course by producing extended writing pieces on recall and knowledge of a specific topic and evaluation of sources as evidence in a historical context.

## Comparative Government

Grade 10  
1 Credit  
Full Year  
No prerequisite, though Modern World History is necessary if students wish to take the IGCSE exam

### **Aims:**

Comparative Government is a course which involves the study of different forms of government through historical example. The main focus is on the Cold War; 1945 to 1990. The course endeavors to nurture a student's sense of personal responsibility and political awareness through focusing on the decisions which face the individual in democratic and totalitarian states.

Skills developed in Modern World History will be enhanced, although completion of that course is not a prerequisite. Upon completion of Modern World History and Comparative Government, students are prepared to take the IGCSE exam.

### **Assessment:**

Students who have completed Modern World History and Comparative Government may be entered for the IGCSE examination. Assessment will be based on written assignments and oral contributions, classroom participation and examination. Students will be required to meet the coursework requirements of the course by producing extended writing pieces on recall and knowledge of a specific topic and evaluation of sources as evidence in a historical context.

## IB History 1

Grade 11  
1.5 credits Higher Level  
1 credit Standard Level  
Full Year  
Weighted

### **Aims:**

The course is concerned with individuals and societies in the widest context; political, social, economic and cultural.

The aims of the course are to promote acquisition of knowledge and understanding of the past and to contribute to students' international understanding. Students will also be taught how to evaluate and analyze sources. The main topics for all history students are comparative and open ended. They are: Wars in the 20<sup>th</sup> century, Single Party States, and the Cold War. Higher Level students study aspects of European history between 1853 and 1970 in-depth in addition to the main topics.

### **Assessment:**

Written examination, reading assignments, essay and analysis assignments, as well as classroom projects and contribution. A piece of guided coursework will be allocated to students in the second Semester.

## IB History 2

Grade 12  
1.5 credits Higher Level  
1 credit Standard Level  
Full year  
Weighted

### **Aims and objectives: As for IB History 1**

This course is a continuation of the first year IB programme. Students may take the course without having IB 1 for credit. These students will not be eligible for Certificate or Diploma status.

**Assessment** will be made throughout the year with similar categories as in year 1, but students will be required to sit external examinations in May, if they are seeking Diploma or Certificate status.

## World Geography 1

Grades 9-12  
1 credit  
Full Year  
No prerequisites

### **Aims & Objectives:**

World Geography 1 is designed to further the student's knowledge and skills regarding the development (physical, cultural and political) of various regions of the world. Either course can be taken individually; when taken consecutively, the courses will prepare students to take the IGCSE Geography exam near the end of the second year (typically 10<sup>th</sup> grade). We will be studying the interaction between human and natural environments through the topics of population and settlement, the natural environment, economic development and the use of resources.

Specific units studied in World Geography 1 include: tectonic activity; population & migration; settlements; rivers & hydrology; agricultural systems; industrial systems; rocks; soils and weathering and coasts .

In addition to reading and writing skills, we will practice skills such as data analysis, map reading, interpretation of satellite imagery, and fieldwork investigations.

**Assessment:** Written assignments, research and analysis projects, tests, and classroom contribution

## World Geography 2

Grades 10-12  
1 credit  
Full Year  
No prerequisites

### **Aims & Objectives:**

World Geography 2 is designed to further the student's knowledge and skills regarding the development (physical, cultural, and political) of various regions of the world. Students who complete geography in grades 9 and 10 are eligible to sit the IGCSE examination at the end of grade 10. We will be studying the interaction between human and natural environments through the topics of population and settlement, the natural environment, and economic development and the use of resources.

Specific units studied in World Geography 2 include: settlement & urbanization; energy & water resources; tourism; weather, climate and natural vegetation; natural environment and human activities; environmental risks; resource conservation and management.

In addition to reading and writing skills, we will practice skills such as data analysis, map reading, interpretation of satellite imagery, and fieldwork investigations.

**Assessment:** Written assignments, research and analysis projects, tests, and classroom contribution

## **IB Economics 1**

Grade 11

1.5 Credits Higher Level

1 Credit Standard Level

Full Year

Weighted

Recommendation: For Higher Level Economics it is recommended that students enroll in IB Higher Math or IB Standard Math. Students wishing to study Economics at university should also consult the Math requirement of the university they are seeking to attend.

### **Aims:**

To develop in the student disciplined skills of economic reasoning; an ability to apply the tools of economic analysis to past and contemporary situations and data, and to explain the findings clearly; an understanding of how individuals, organizations, societies and regions organize themselves in the pursuit of economic objectives; and an ability to evaluate economic theories, concepts, situations and data in a way which is rational and unbiased.

### **Assessment:**

Homework questions, IB essays or quizzes, data response questions, and tests

## **IB Economics 2**

Grade 12

1.5 Credits Higher Level

1 Credit Standard Level

Full Year

Weighted

Recommendation: For Higher Level Economics it is recommended that students enroll in IB Higher Math or IB Standard Math. Students wishing to study Economics at university should also consult the Math requirement of the university they are seeking to attend.

### **Aims:**

Many of the principles learned in the first year course will be developed and applied in the second year. In addition to developing the ideas and concepts covered in the IB Economics 1 course, the Economics 2 course seeks to develop for the student international perspectives which feature a respect for and understanding of the interdependence and the diversity of economic realities in which individuals, organizations and societies function.

### **Assessment:**

Homework questions, IB essays or quizzes, data response questions, and tests

## **IB Psychology 1 and 2**

Grades 11 and 12

1.5 Credits Higher Level

1 Credit Standard Level

Full Year

Weighted

### **Aims:**

This course will develop in students an understanding of the biological, social and cultural influences on human behavior. Learning about the different theoretical processes of interpreting behavior, students will build awareness of how these processes lead to the construction and evaluation of psychological theories.

Students will interpret and conduct psychological research with the intent to apply the resulting knowledge for the benefit of human beings. They will learn about and ensure that ethical practices and responsibilities are implemented in psychological inquiry.

### **Topics to be studied include:**

Biological, cognitive, learning, and humanistic (HL only) perspectives

Research Methodology

**Additionally, SL will study one and HL will study two of the following:**

Social Psychology

Psychodynamic Psychology

The Psychology of Dysfunctional Behavior

### **Assessment:**

Written examination, essay and analysis assignments, as well as classroom contribution. During Year 2, students will conduct an experimental study as guided coursework.

# SCIENCE COURSES AT ISS

Recommended grade

Grade 9

Grade 10

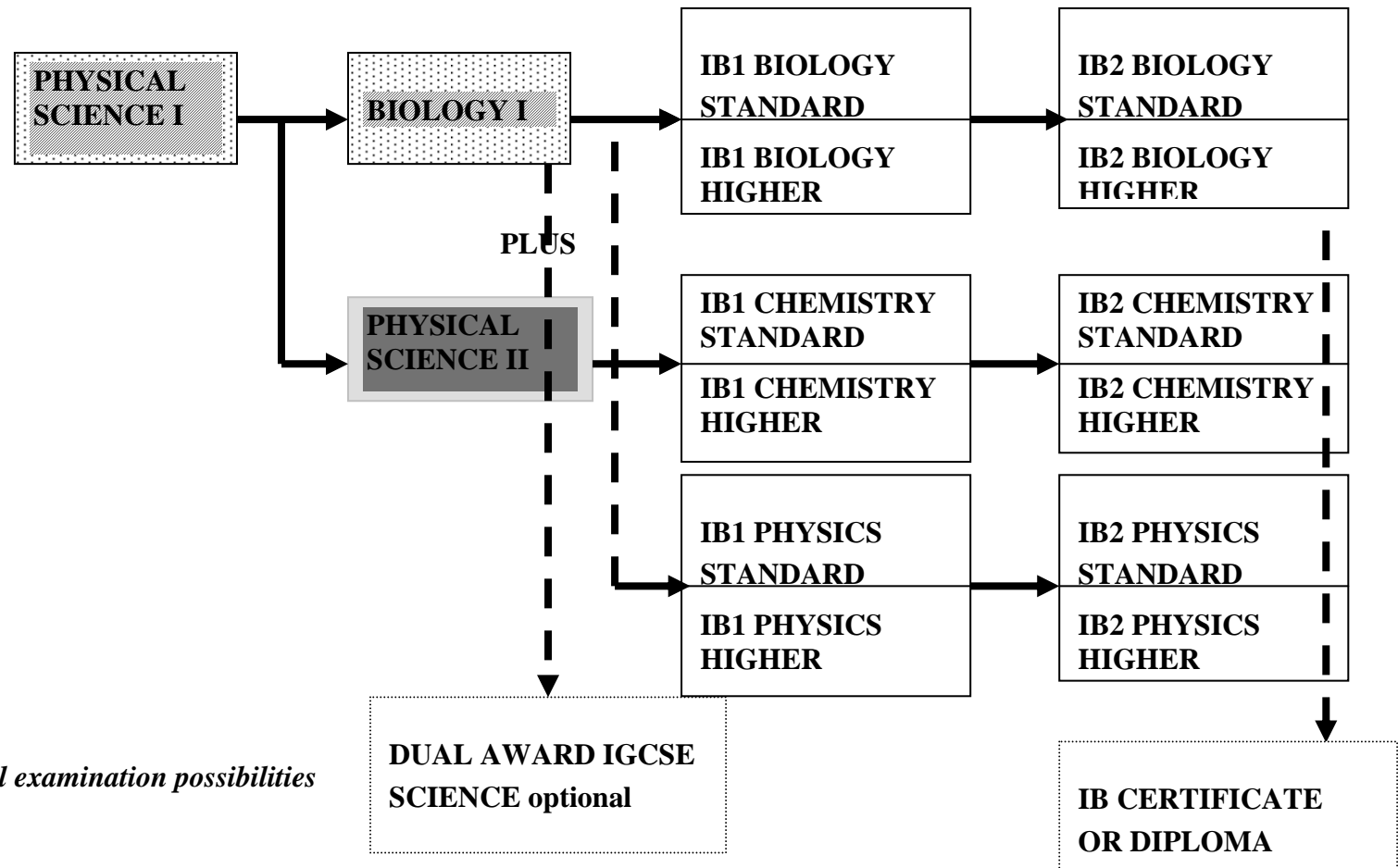
Grade 11

Grade 12

Compulsory courses

Options

Recommended preparation for all advanced science courses



# SCIENCE

## Physical Science I

Grade 9

1 Credit

Full year

IGCSE (1)

Compulsory science course for 9th grade

### **Aims:**

This introductory physical science course combines topics from both physics and chemistry. The objective of the course is to teach students the basic science necessary to understand their world and to prepare them, both in theory and laboratory skills, for further science courses. The course will be split into sections of chemistry and physics, each one semester in length. The main chemistry topics are elements and bonding, materials, fuels and geochemistry. The main physics topics are electricity, waves, motion and energy transfer. Preparation for the IGCSE Coordinated Science exam requires that this course be followed in grade 10 by Physical Science IIA and Biology 1.

### **Assessment:**

The course includes a full laboratory program. Assessment is based upon laboratory activities (33%), homework and assignments (33%) and tests (33%). The semester examination comprises 20% of the semester grade.

## Physical Science II

Grade 10

1 Credit

Full year

IGCSE (2)

Pre-requisite: Completion of Physical Science I, or its equivalent

### **Aims:**

This course is designed to follow Physical Science 1 and prepares students for the physics and chemistry sections of the IGCSE Coordinated Science exam as well as the IB science program. The course is split into alternating sections of chemistry and physics. The main physics themes include energy and matter, electromagnetism, electronics and radioactivity. The main chemistry themes are oxidation and reduction, acids and bases, solutions, and some industrial applications of chemistry. Preparation for the IGCSE Coordinated Science exam requires that this course be taken in conjunction with Biology 1.

### **Assessment:**

The course includes a full laboratory program. Assessment is based upon laboratory activities (33%), homework and assignments (33%) and tests (33%). The semester examination normally comprises 20% of the semester grade.

## Physical Science II B

Grade 10

1 Credit

Full year

Pre-requisites: None

### **Aims:**

The objective of the course is to provide students, especially those newly entering ISS, with a solid understanding of the core material in physics and chemistry. This will prepare them for either of the IB science courses. The main physics topics are mechanics, waves, energy, electricity, and radioactivity. The main topics in chemistry are structure, behaviour and classifications of matter. Students taking this course will not be able to enter the IGCSE science exams.

### **Assessment:**

The course includes a full laboratory program. Assessment is based upon laboratory activities (33%), homework and assignments (33%) and tests (33%). The semester examination comprises 20% of the semester grade.

## Biology I

Grade 10

1 Credit

Full year

IGCSE (2)

Compulsory science course for 10th grade

### **Aims:**

The course aims to provide the biological knowledge needed to make informed decisions about health and environmental issues in everyday life, and form a firm basis for future studies in the subject. Students will be required to design, perform, and report on their own experiments using appropriate scientific and biological vocabulary and to interpret biological observations produced by others. The main topics of the course are the diversity of living organisms, cells, genetics, energy transfers, the human body, and ecology and the environment. This course, in conjunction with Physical Science I and II, will prepare students for the IGCSE Coordinated Science exam.

### **Assessment:**

The course includes a full laboratory program. Assessment is based upon laboratory activities (33%), homework and assignments (33%) and tests (33%). The semester examination normally comprises 20% of the semester grade.

## IB Chemistry 1

Grade 11

1.5 Credits Higher Level

1 Credit Standard Level

Full year

Weighted

Prerequisite: Physical Science I or its equivalent

### **Aims:**

IB Chemistry is a modern science course with an emphasis on developing an understanding of basic chemical principles and laboratory methods. The central theme of the course is the properties and reactions of materials at the atomic level, with an emphasis on practical work to illuminate and explore the topics. Quantitative Chemistry, Atomic Structure and Bonding, Periodicity, Reaction rates, and Equilibrium are the main topics covered. The objectives of the course are to provide students with the knowledge and skills necessary to understand their world, and to prepare them for future higher science courses and the IB examinations. Part of the IB course (either in IB1 or IB2) is a major science project, the Group 4 project, working with students from other science disciplines in a broad-based student-led investigation. This project allows the development of experimental skills together with the ability to collaborate and communicate within a multi-disciplinary team.

### **Assessment:**

At both HL and SL, practical laboratory work is given a high priority. Practical skills will be assessed in designated experiments and project work (mainly in IB2), and this will make up 24% of a student's final IB grade. The ISS grade will be based upon laboratory activities (33%), homework and assignments (33%), and tests (33%).

## IB Chemistry 2

Grade 12

1.5 Credits Higher Level

1 Credit Standard Level

Full year

Weighted

Prerequisite: IB Chemistry 1 or its equivalent

### **Aims:**

IB Chemistry 2 is the extension and completion of the course begun in IB Chemistry 1 with the same aims and objectives. Topics covered include Acids and Bases, Redox Reactions, and Organic Chemistry. There is opportunity for students to apply their knowledge further in the option topics which focus on current applications of Chemistry in the Environmental and Biochemical fields. Part of the IB course (either in IB1 or IB2) is a major science project, the Group 4 project, working with students from other science disciplines in a broad-based investigation. This project allows the development of experimental skills together with the ability to collaborate and communicate within a multi-disciplinary team.

### **Assessment:**

At both HL and SL, practical work is given a high priority to fulfil the IB laboratory requirements. Practical skills will be assessed in designated experiments and project work, and will make up 24% of a student's final IB grade. The ISS grade will be based upon laboratory activities (33%), homework and assignments (33%), and tests (33%).

## **IB Physics 1**

Grade 11

1.5 Credits Higher Level

1 Credit Standard Level

Full year

Weighted

Prerequisites: Physical Science 1 or its equivalent

### **Aims:**

IB physics 1 forms the first part of a two year IB physics course. The main topics in this first year of the course are mechanics, waves, electricity and magnetism. The course has an extensive experimental program which forms part of the final IB exam grade at the end of the second year. Students therefore develop measurement and analysis of data as a particular part of their coursework. Part of the IB course (either in IB1 or IB2) is a major science project, the Group 4 project, working with students from other science disciplines in a broad-based student-led investigation. This project allows the development of experimental skills together with the ability to collaborate and communicate within a multi-disciplinary team.

### **Assessment:**

At both HL and SL, practical laboratory work is given a high priority. Practical skills will be assessed in designated experiments and project work (mainly in IB2), and this will make up 24% of a student's final IB grade. The ISS grade will be based upon laboratory activities (33%), homework and assignments (33%), and tests (33%).

## **IB Physics 2**

Grade 12

1.5 Credits Higher Level

1 Credit Standard Level

Full year

Weighted

Prerequisites: IB Physics 1 or its equivalent

### **Aims:**

IB physics 2 forms the second part of the two-year IB course. The main topics are thermal physics, thermodynamics, atomic, nuclear, & quantum physics, and energy, power & climate change. Students also complete the option subjects: Astrophysics, and Communications. Part of the IB course (either in IB1 or IB2) is a major science project, the Group 4 project, working with students from other science disciplines in a broad-based student-led investigation. This project allows the development of experimental skills together with the ability to collaborate and communicate within a multi-disciplinary team.

### **Assessment:**

At both HL and SL, practical work is given a high priority to fulfil the IB laboratory requirements. Practical skills will be assessed in designated experiments and project work, and will make up 24% of a student's final IB grade. The ISS grade will be based upon laboratory activities (33%), homework and assignments (33%), and tests (33%).

## **IB Biology 1**

Grade 11

1.5 Credits Higher Level

1 Credit Standard Level

Full year

Weighted

Prerequisites: Physical Science 1 and usually Biology 1 or their equivalents

### **Aims:**

IB Biology is a modern science course with an emphasis on developing an understanding of basic biological principles, laboratory methods, and the analysis of experimental data. It aims to provide a good introduction to university studies in Biology and related subjects, and promotes an understanding of the processes of science. In IB Biology 1 students study the topics of ecology, biochemistry, cell biology, and genetics. Part of the IB course (either in IB1 or IB2) is a major science project, the Group 4 project, working with students from other science disciplines in a broad-based student-led investigation. This project allows the development of experimental skills together with the ability to collaborate and communicate within a multi-disciplinary team.

### **Assessment:**

At both HL and SL, practical laboratory work is given a high priority. Practical skills will be assessed in designated experiments and project work (mainly in IB2), and this will make up 24% of a student's final IB grade. The ISS grade will be based upon laboratory activities (33%), homework and assignments (33%), and tests (33%).

## **IB Biology 2**

Grade 12

1.5 Credits Higher Level

1 Credit Standard Level

Full year

Weighted

Prerequisites: IB Biology 1 or its equivalent

### **Aims:**

IB Biology is a modern science course with an emphasis on developing an understanding of basic biological principles, laboratory methods, and the analysis of experimental data. It aims to provide a good introduction to university studies in Biology and related subjects, and promotes an understanding of the processes of science. IB Biology 2 forms the second year of the two-year IB course. In IB2 students focus particularly on human physiology and evolution. Part of the IB course (either in IB1 or IB2) is a major science project, the Group 4 project, working with students from other science disciplines in a broad-based student-led investigation. This project allows the development of experimental skills together with the ability to collaborate and communicate within a multi-disciplinary team.

### **Assessment:**

At both HL and SL, practical work is given a high priority to fulfil the IB laboratory requirements. Practical skills will be assessed in designated experiments and project work, and will make up 24% of a student's final IB grade. The ISS grade will be based upon laboratory activities (33%), homework and assignments (33%), and tests (33%).

# LANGUAGES AT ISS

Recommended grade

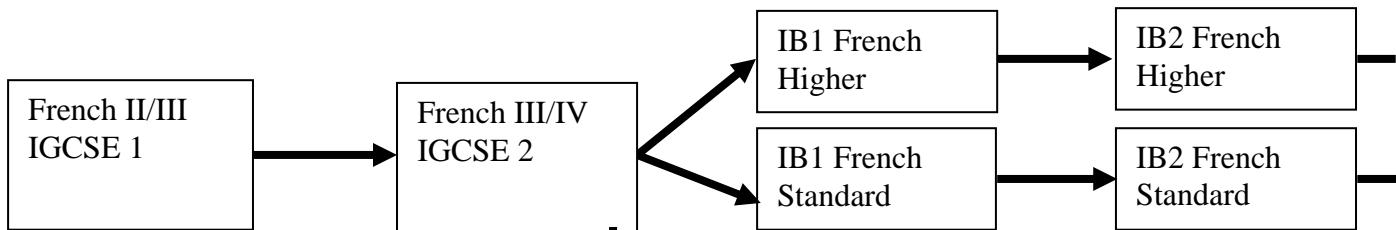
Grade 9

Grade 10

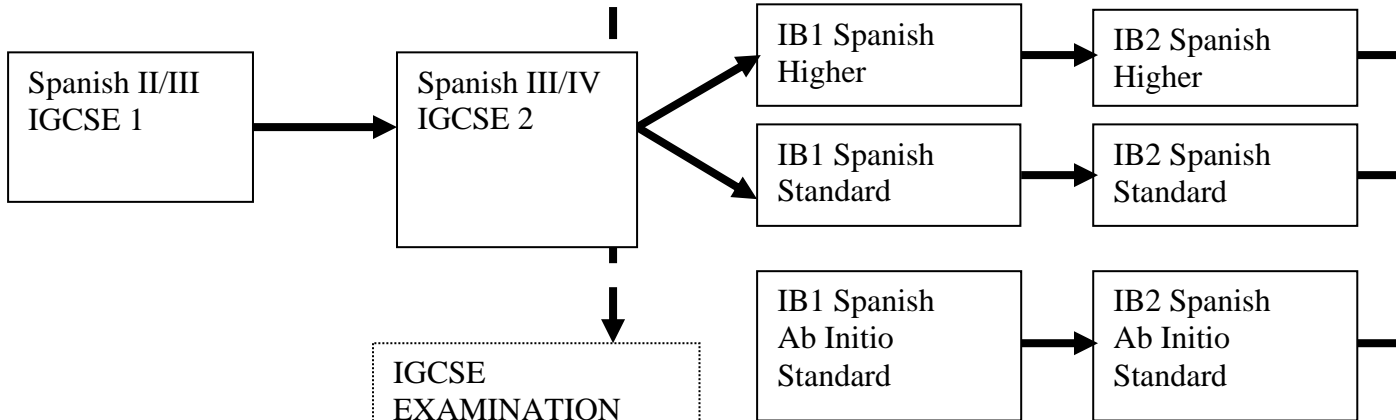
Grade 11

Grade 12

**FRENCH**



**SPANISH**



IGCSE EXAMINATION POSSIBILITIES

IB CERTIFICATE OR DIPLOMA

# LANGUAGES

## French II/III

Grade 9  
1 credit  
Full year  
(IGCSE 1)

**Prerequisites:** Successful completion of 8<sup>th</sup> grade French or equivalent.

**Aims:** The study of French at ISS will sufficiently develop students' competence to enable them to understand and use both spoken and written French in normal, everyday situations as well as to continue the study of the language at a higher level. Successful completion of French II/III and French III/IV is preparation for the IGCSE exam.

**Coursebook:** Sans Frontières. LCP. ([see lcpuk.co.uk](http://see.lcpuk.co.uk))

**Assessment:** Equal weighting (20%) is given to the four skills of listening, speaking, reading and writing, plus 20% for examinations.

## French III/IV

Grade 10  
1 credit  
Full year  
(IGCSE 2)

**Prerequisites:** Successful completion of 9<sup>th</sup> grade French or equivalent.

**Aims:** This course leads to a level of proficiency A2 consistent with the Council of Europe scales, and will prepare students for IB French B in 11<sup>th</sup> grade. Successful completion of French II/III and French III/IV is preparation for the IGCSE exam.

**Coursebook:** Individual resources for each of the four skills.

**Assessment:** Equal weighting (20%) is given to the four skills of listening, speaking, reading and writing, plus 20% for examinations.

## IB1 French B

Grade 11  
1.5 credits Higher Level  
1 credit Standard Level  
Weighted  
Full year

**Prerequisites:** Successful completion of French III/IV (10<sup>th</sup> grade) or its equivalent.

**Aims:** The advanced study of French further develops and refines the skills already gained by the end of French IV. The objectives of IB language study are social, academic and cultural, with emphasis upon communication and interaction in the target language. Students will gain greater insight into the French, or francophone, way of life whilst acquiring a more detailed knowledge of the structure and rules of the language in operation. Higher Level students will have a literature component.

**Coursebook:** Prévisions. MGP.

**Assessment:** Equal weighting (20%) is given to the four skills of listening, speaking, reading and writing, plus 20% for examinations.

## IB2 French B

Grade 12  
1.5 credits Higher Level  
1 credit Standard Level  
Weighted  
Full year (Final year of 2 year course)

**Prerequisites:** Satisfactory completion of IB1 French B SL or HL or their equivalent.

**Aims:** see IB1 French B above

**Coursebook:** Réalisations. MGP.

**Assessment:** Equal weighting (20%) is given to the four skills of listening, speaking, reading and writing, plus 20% for examinations.

### Spanish II/III

Grade 9  
1 Credit  
Full Year  
(IGCSE 1)

**Prerequisites:** Successful completion of 8th grade Spanish or equivalent.

**Aims:** The study of Spanish at ISS will sufficiently develop students' competence to enable them to understand and use both spoken and written Spanish in normal, everyday situations as well as to continue the study of the language at a higher level.

**Coursebook:** Aventura Nueva: 3 Rojo; Mañana Book 1 (Grupo Anaya, 2003)

**Assessment:** Equal weighting (20%) is given to the four skills of listening, speaking, reading and writing, plus 20% for examinations.

### Spanish III/IV

Grade 10  
1 credit  
Full Year  
(IGCSE 1)

**Entry requirement:** Successful completion of 9<sup>th</sup> grade Spanish or equivalent.

**Aims:** This course leads to a level of proficiency A2 consistent with the Council of Europe scales, and will prepare students for IB Spanish B in 11<sup>th</sup> grade.

**Coursebook:** Aventura 4

**Assessment:** Equal weighting (20%) is given to the four skills of listening, speaking, reading and writing, plus 20% for examinations.

### IB Spanish Ab Initio 1 & 2

Grades 11-12  
1 credit  
Full Year  
Weighted for IB students

**Prerequisites:** No prior knowledge of Spanish

**Aims:** The Spanish Ab Initio is a two year course aimed at developing the ability to communicate in speech and writing so that students can deal adequately with familiar and practical needs in the context of Spanish culture. The course objectives are achieved through the study of nine core topics plus specified vocabulary and grammar.

**Coursebook:** Captado 1 & 2

**Assessment:** Equal weighting (20%) is given to the four skills of listening, speaking, reading and writing, plus 20% for examinations.

### IB1 Spanish B

Grade 11  
1.5 credits Higher Level  
1 credit Standard Level  
Full Year  
Weighted

**Prerequisites:** Successful completion of Spanish III/IV (10<sup>th</sup> grade) or its equivalent.

**Aims:** The advanced study of Spanish further develops and refines the skills already gained by the end of Spanish IV. The objectives of IB language study are social, academic and cultural, with emphasis upon communication and interaction in the target language. Students will gain greater insight into the Spanish, or Hispanic, way of life whilst acquiring a more detailed knowledge of the structure and rules of the language in operation. Higher level students will pursue topics in greater depth.

**Coursebook:** Ánimo 1

**Assessment:** Equal weighting (20%) is given to the four skills of listening, speaking, reading and writing, plus 20% for examinations.

## **IB2 Spanish B**

Grade 12

1.5 credits Higher Level

1 credit Standard Level

Full year (Final year of 2 year course)

Weighted

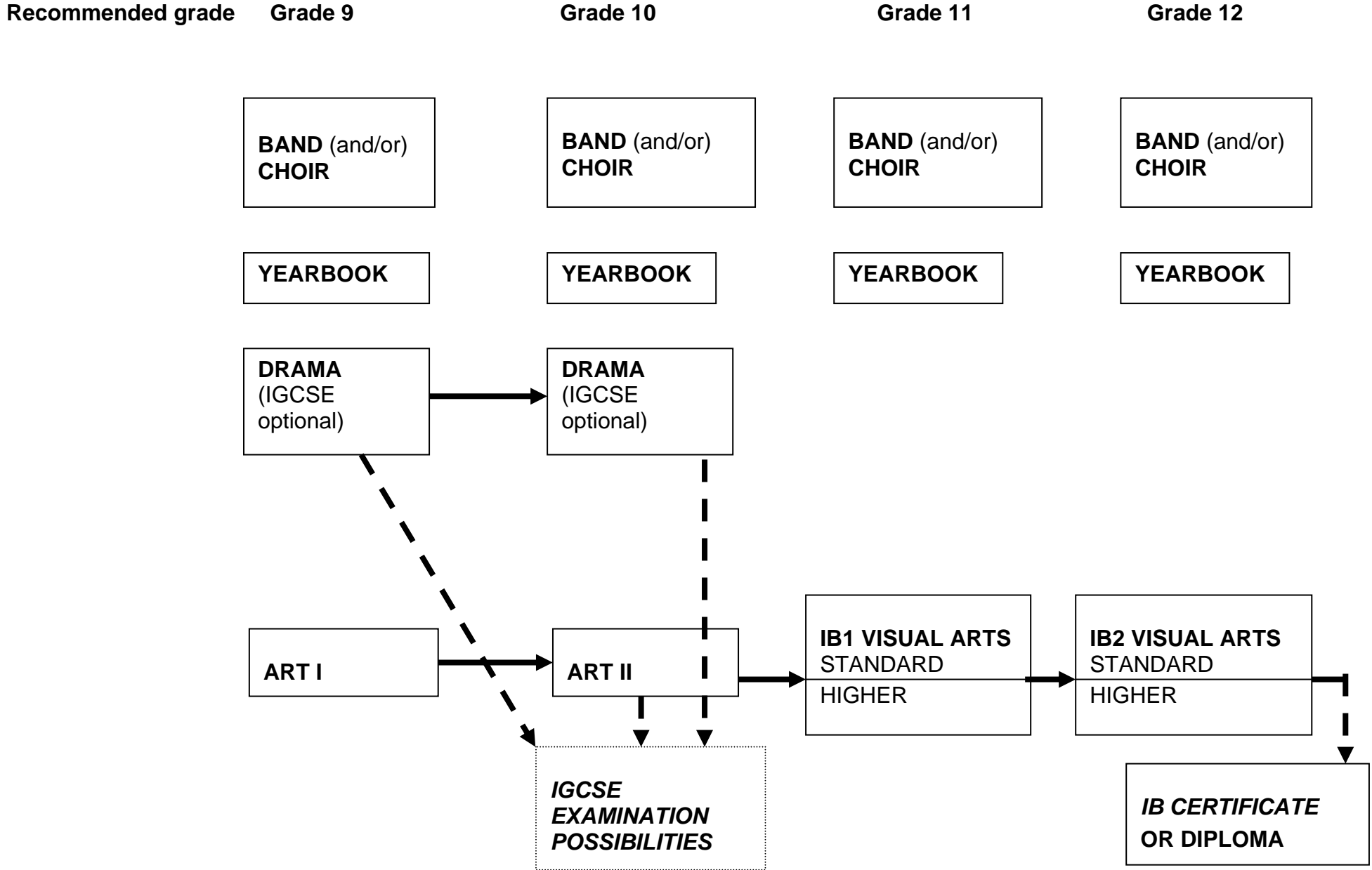
**Prerequisites:** Satisfactory completion of IB1 Spanish B SL or HL or their equivalent.

**Aims:** *see* IB Spanish SL1 & HL1 above

**Coursebook:** *Ánimo 2*

**Assessment:** Equal weighting (20%) is given to the four skills of listening, speaking, reading and writing, plus 20% for examinations.

# FINE ARTS COURSES AT ISS



# FINE ARTS

## Yearbook

Grades 9-12

1 credit

Full year (this course may be taken more than once for credit)

**Prerequisites:** None

**Aims:** This course is an opportunity to both design and produce a record of the year at ISS. The yearbook serves as a medium for storytelling in copy and photographs from the perspectives of the individuals involved. It is an opportunity to gain a wealth of training: journalistic skills; information-gathering; reporting; conducting interviews; business management; photography; technological skills; computer-generated graphics; layout design; life skills; communication; problem solving; and project management.

## Symphonic Band

Grades 9-12

0.5 Credit

Full Year

**Prerequisites:** Student instrumentalists should have played a band instrument for two or more years. Beginners are considered, but they must consult with the band director.

**Aims and objectives:** This course is for students who are interested in personal growth through music. Skills learned include self-motivation, working toward long-term goals which include two major concerts, marching in the 17<sup>th</sup> of May parade, character building, self-discipline, and musical knowledge. Each Symphonic Band member will also learn confidence and poise through performing in front of audiences as well as becoming a better musician.

**Assessment:** Methods of assessment include: students' playing of musical selections, assigned exercises, in-class playing, infrequent written assignments, home practice, and most importantly, the attitude and effort they bring to each rehearsal.

## Symphonic Choir

Grades 9-12

0.5 Credit

Full Year

**Prerequisites:** A love of singing, and a desire to strive for excellence.

**Aims and objectives:** This course is for students who are interested in personal growth through music. Skills learned include self-motivation, working toward long-term goals which include two major concerts, character building, self-discipline, and musical knowledge. Each Symphonic Choir member will learn confidence and poise through performing in front of audiences, as well as becoming a better musician.

**Assessment:** Methods of assessment include: students' singing of musical selections, in-class participation, home practice, and most importantly, the attitude and effort they bring to each rehearsal.

## Art I

Grade 9 or 10

1 credit

Full year

IGCSE (1)

**Prerequisites:** None

**Aims:** This course is designed to instruct students in understanding and applying the creative process to their own art work (which involves using a variety of mediums: drawing, painting, printmaking, 3-D design, ceramics, jewelry, textiles), as well as appreciating the creative work of past and present artists, designers, and cultures.

**Assessment:** The students are assessed on projects which take into account their preparation/research work as well as their final piece. In their final piece of art, use of imagination and ideas; design elements; and use of medium and technique are considered. Evaluation of projects take place in the form of critiques (group discussion of work) as well as self evaluations in written form alongside teacher evaluation. The workbooks are also assessed according to completion of assignments.

## Art II

Grade 10  
1 credit  
Full year  
IGCSE (2)

**Prerequisites:** Art I or its equivalent

**Aims:** This course is for the student who has had one year of high school art and for the IGCSE student. It is designed to instruct students in understanding, appreciating, and applying the creative process to their own work as well as appreciating the creative work of established artists. The IGCSE students focus their art work around a chosen theme or a particular medium throughout the year. Research and preparation play a more important role for the IGCSE student compared to the Art I and II student.

**Assessment:** The students are assessed on projects which take into account their preparation/research work as well as their final piece. In their final piece of art, use of imagination and ideas; design elements; and use of medium and technique are considered. Evaluation of projects takes place in the form of critiques (group discussion of work) as well as self evaluations in written form alongside teacher evaluation. The workbooks are also assessed according to completion of assignments.

## IB Visual Arts SL1 & SL2

Grades 11 and 12  
1 credit Standard Level  
Full year  
Weighted

**Prerequisites:** Previous experience in Art is highly recommended

**In IB Visual Arts Standard Level** the candidate will choose:

- Option A:       Studio (Practical) Work 60%  
                      Investigation Workbook 40%
- Option B:       Studio (Practical) Work 40%  
                      Investigation Workbook 60%

**A:** Artistic understanding and structured learning will be taught through a variety of mediums, techniques, ideas, and procedures. During the second year of study students narrow their study to a theme or area of interest and experiment in various mediums or ways of working to visually express their own idea(s). Each student will prepare an exhibition of his/her work, and will discuss this work with the assigned IB examiner who will visit the school during the spring of the second year. The student will use the Investigation Workbook to sketch, write, and record information, and it will be assessed by the teacher. The content of this course is identical with that at Higher Level, but one would not necessarily expect work of similar maturity or amount.

**B:** One or more Investigation Workbooks containing both visual and verbal information will be produced as a highly personal record of the student's research into the appreciation and history of The Visual Arts. The student will be expected to include records of experimental studio research which relate to the traditions, techniques, or art/design forms selected for the study. The studio work is assessed by the teacher, and the Investigation Workbooks are assessed by the IB examiner. Students need a high level of motivation and should be willing to devote considerable time to the study.

## IB Visual Arts HL1 & HL2

Grades 11 and 12 - two year course  
1.5 credits Higher Level  
Full year  
Weighted

**Prerequisites:** Previous experience in Art is highly recommended

**IB Visual Arts Higher Level** consists of two parts, both of which are compulsory:

- Option A:       Studio (Practical) Work 60%  
                      Investigation Workbook 40%
- Option B:       Studio (Practical) Work 40%  
                      Investigation Workbook 60%

**A:** Artistic understanding and structured learning will be taught through a variety of mediums, techniques, ideas, and procedures. During the second year of study students narrow their study to a theme or area of interest and experiment in various mediums or ways of working to visually express their idea(s). Each student will prepare an exhibition of his/her work, and will discuss this work with the assigned IB examiner who will visit the school during the spring of the second year.

**B:** One or more Investigation Workbooks containing both visual and verbal information will be produced as a highly personal record of the student's research into the appreciation and history of the Visual Arts and their own studio work. The student will also be expected to include records of experimental studio research, ideas (written and drawn), gallery visits, progress of projects, evaluations, and anything else that is relevant to the student's study of art. The Investigation Workbook is assessed by the teacher, and then sent to the local examiner who will review it in relation to the studio work exhibition/assessment during his/her visit to the school. Students need a high level of motivation and should be willing to devote considerable time to the study.

## **DRAMA**

### **High School Drama**

Grade 9-12

1 credit

Full year

(IGCSE optional)

Recommendation: None

This course will give students the opportunity to develop a wide range of Drama skills, and to complete an IGCSE in Drama if they wish. Students will develop a range of performance skills, become acquainted with a variety of dramatic conventions, and explore various dramatic styles. Practical work will include text-based and devised pieces as well as individual and group work.

#### **Assessment:**

Students will be assessed on both practical and written work. However, grades for the course will also be based largely on effort. Students taking this course will have the option of pursuing an IGCSE in Drama. This endorsement requires students to submit recorded coursework and to sit a written exam.

# PHYSICAL EDUCATION COURSES AT ISS

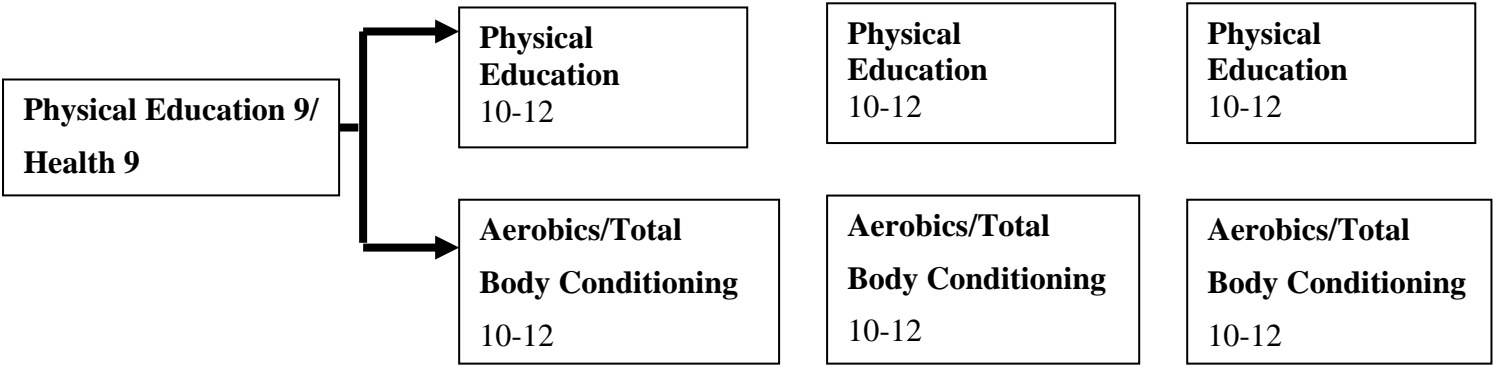
Recommended grade

Grade 9

Grade 10

Grade 11

Grade 12



# HEALTH/PHYSICAL EDUCATION

## Health 9

Grade 9 (to be taken with Physical Education 9)

0.5 credit

Full year

**Prerequisites:** None

**Aims:** Health Education emphasizes the establishment, development and achievement of a positive life-style, by recognizing that the physical, intellectual, emotional and social dimensions of each person are inter-related and are influenced by such things as age, environment and other people, especially family members. **Text Book: Glencoe Health: A Guide to Wellness (Course 4)**

### **Topics:**

#### **1. FAMILY AND SOCIAL HEALTH**

##### **Building Healthy Relationships**

- Getting along with others
- Communicating effectively

##### **Healthy Family Relationships**

- Strengthening Family Relationships
- Looking at the health of the family
- Support systems for families

##### **Peer Relationships**

- Developing responsible relationships
- Peer pressure and refusal skills

##### **Resolving Conflicts and Preventing Violence**

- The nature of conflict
- Conflict resolution skills
- Strategies for avoiding violence
- Preventing abuse

#### **2. FIRST AID**

- Cardiopulmonary Resuscitation (CPR)
- Defibrillation with an AED (Automated External Defibrillator)

#### **3. SUBSTANCE ABUSE**

##### **Tobacco**

- Tobacco use – a high risk behaviour
- What tobacco does to the body
- Choosing to be tobacco free

##### **Alcohol**

- Alcohol use – a high risk behaviour
- What alcohol does to the body
- Alcohol and society

##### **Illegal Drugs**

- Drug use – a high risk behaviour
- Psychoactive drugs
- Steroids and other dangerous drugs
- Strategies for preventing drug abuse

##### **Recovering from Addiction and Codependence**

- Recovering from addiction
- Recovering from codependency

#### **4. MENTAL AND EMOTIONAL HEALTH**

##### **Your Mental and Emotional Health**

- What is mental health?
- Your needs, your personality
- Understanding your emotions
- Handling emotions in a healthful ways

##### **Managing Stress in Your Life**

- What is stress?
- Stress in your life

- Managing stress
- Coping with loss

#### **Mental and Emotional Problems**

- What are mental disorders?
- Suicide Prevention
- Getting help

### **Physical Education 9**

Grade 9

0.5 credit

Full year

**Prerequisites:** None

#### **Aims:**

- To enable students to discover and improve their own potential for physical performance by developing the attributes and abilities which underline physical skills which are fundamental to all physical activities
- To enable students to develop a greater knowledge and understanding of the activity which will allow them to use their powers of analysis and investigation in solving problems
- To enable students to develop their communication skills with peers and teachers
- To develop student's social and emotional skills within a class or group working together
- To enable students to recognise other's potential for performance
- To enable students to develop an holistic awareness of health
- To enable students to learn how to develop a sense of responsibility, both for themselves and others

#### **How is this achieved?**

- Through participating in a wide range of activities and experiences using the physical mode as a tool
- Through various methodologies such as individual, partner, group and team work

#### **Assessment:**

- Based on **Practical Performance** in both discrete (individual) and applied (game) situations
- **Knowledge and Understanding** of the activity
- **Observation and Evaluation** of own and other performances

#### **Grading:**

- 50% of the grade per quarter is based on participation: attitude, effort, conduct and enthusiasm, and 50% of the grade is based on the assessment criteria above.

#### **Activities covered:**

- Hockey (Field), Badminton, Fitness, Football (Soccer), Dance, Volleyball, Basketball, Softball

### **Physical Education 10-12**

Grades 10-12

0.5 or 1 Credit

**Prerequisites:** None

#### **Aims:**

Participation in a multi-activity program, which aims to provide opportunities for students to improve their level of skills, fitness knowledge and understanding, and rules and refereeing. Students will develop skills to lead an introductory activity for each unit as well as warm up and cool down sessions.

#### **How is this achieved?**

Students will achieve this by participating in a range of team sports and related activities which include field hockey, football codes, basketball, badminton, volleyball, handball and track. There will be the option of experiencing sessions in golf, swimming, bowling, indoor rock climbing, mountain bike riding, and tennis. The emphasis of the program is to provide an enjoyable experience, to encourage participation, leadership, cooperation and to educate students about adopting a healthy active lifestyle in the wider community. Fitness and skill related fitness will be an ongoing process throughout the course of the program.

#### **Assessment:**

Grading 50% participation, 50% skills related. The assessment of the course is ongoing (assessment every lesson), with a particular emphasis on participation (effort and conduct) in each unit. The skills related assessment relates to development of individual skills (practical/theory). Students are also required to lead an introductory activity (with a partner) showing initiative, planning (submitting activity plan) and organisation. This will be ongoing for each unit.

**PE schedule:**

* Hockey	4 weeks
* Football/soccer	4 weeks
* Basketball	4 weeks
* Badminton	4 weeks
* Volleyball	4 weeks
* Handball	4 weeks
* Track	3 weeks
* Softball	3 weeks
* Optional activities	6 weeks (golf, swimming, bowling, climbing, mountain bike riding, tennis)

**Aerobics and Total Body Conditioning**

Grades 10-12  
0.5 or 1 Credit  
1 Semester

**Prerequisites:** None

**Aims:** Through participation in enjoyable and energetic sessions, the students will develop a knowledge and understanding of the following principles of fitness:

- Cardiovascular fitness
- Muscular Strength
- Muscular Endurance
- Flexibility and Relaxation
- Warm-up/Cool down
- Exercising safely
- Monitoring own fitness development
- Developing individual fitness programs
- Nutrition and Fitness

The students will participate in **Total Body Conditioning** sessions which will include:

- Low-impact and high -impact aerobic training
- Step Aerobics
- Yoga
- Pilates
- Some excursions for swimming/cycling/running/weight training/ice skating
- Dance - variety of dance styles and techniques
- Strength and Conditioning sessions
- Flexibility and Relaxation
- Cool Down sessions

**Assessment:**

The assessment of the course will be continuous and participation will amount to 80% of the grade. In addition, the students will closely monitor their own fitness improvement and development throughout the course.

Finally, students will be required to lead a session of the class demonstrating a knowledge and understanding of the chosen aspect of fitness (20% of grade).

# APPLIED TECHNOLOGY COURSES AT ISS

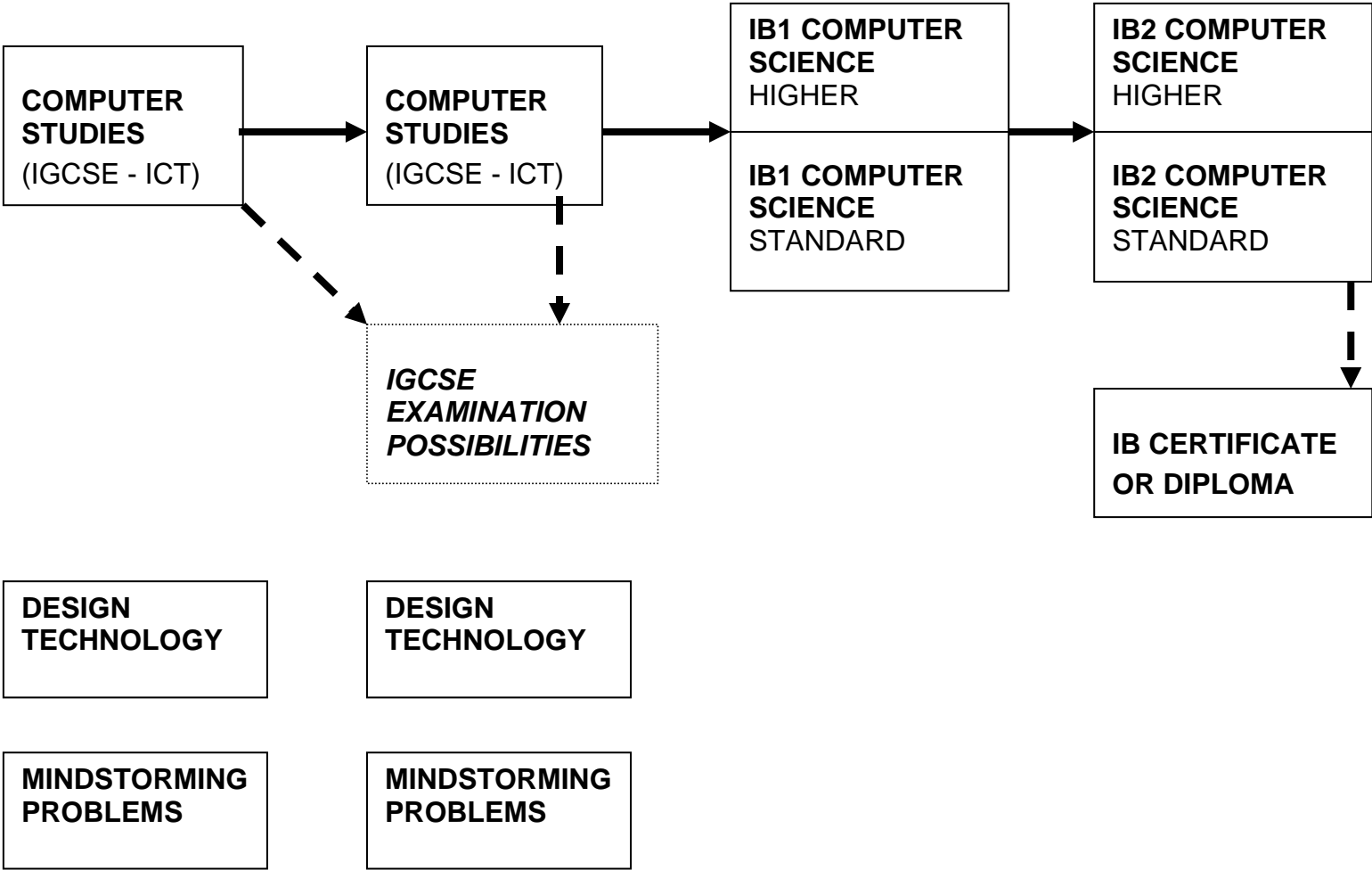
Recommended grade

**Grade 9**

**Grade 10**

**Grade 11**

**Grade 12**



# APPLIED TECHNOLOGY

## Design Technology

Grade 9-10

1 Credit

Full year

**Prerequisites:** None

**Aims:** This area of study is concerned with developing skills used by designers within the context of design activities in the design studio. Additionally it is intended to foster an awareness of the importance of communication and modeling techniques concerned with promotion and illustration of ideas and their interrelationship with all stages in commercial manufacture and promotion. Students who are interested in a hands-on approach to solving design related engineering and architectural problems are encouraged to take the course.

**Assessment:** Students will keep a portfolio of all work produced in the class. The portfolio will include homework, individual and team projects and occasional quizzes. The student will be responsible for designing and realizing several artifacts made generally of card. More grade weight will be placed on the process rather than on the product.

## Computer Studies

Grade 9 & 10

1 credit

Full year

(IGCSE in Information and Communication Technology - Optional)

**Prerequisites:** None

**Aims:** This course is a 1 year course that provides an overview of information and communication technology. Students learn the basics of computer hardware, including how all of the major components interact with each other. Application software is used as a tool to solve problems. Data communications is employed to send messages and explore the Internet. Students examine computer control systems, computerized modelling, system analysis and design, and many emerging technologies in information technology.

This course can be take for credit in both in year 9 and 10. The course meets the requirements for the IGCSE Information and Communication Technology.

## IB Computer Science 1 and 2

Grades 11-12

1.5 credits Higher Level

1 credit Standard Level

Full Year

Weighted

**Aims:** The aims of this two-year IB HL (Group 5) course are for students to:

- develop an understanding of the principles and nature of computer science
- develop an understanding of methods of analysing problems, the planning and implementation of solutions using computers, including practice in applying these methods
- develop an understanding of the range and organization of computer systems (software, data and hardware)
- develop an understanding of the use of computers in a variety of disciplines, applications and contexts
- learn skills that can be transferred to alternative and future developments
- appreciate the consequences arising from the rapid development of computer systems
- develop an awareness of the limitations and misuse of computing technology so that appropriate decisions can be made when solving problems and assessing the impact on society
- acquire mastery of one high-level modular programming language.

**Assessment:** This IB course is assessed by the IBO at the end of the 2-year program by a combination of 65% external written exam, and 35% internally assessed (externally moderated) programming dossier, consisting of one in-depth project containing one (or maximum of two) program which demonstrates mastery of required aspects.

## Mindstorming Problems

Grade 9 and 10

0.5 Credit

Semester course

### **Aims:**

Students will work as investigative teams developing their use of electronic control systems and robots to solve a range of tasks and challenges. Teams will progress at their own pace through a range of training modules which will have an assessment scenario to evaluate their progress both in programming and construction of apparatus. The course uses the Lego Mindstorms™ system and develops an understanding of the Robolab™ control environment. No previous knowledge is required for this course but students with prior knowledge will be able to progress rapidly to a suitably challenging level.

### **Assessment:**

The quarter grade is based on maintaining an investigation portfolio 33%, presentation of work 33%, and, creativity and originality 33%. The semester grade will be made up of 40% from each quarter, and 20% for a final challenge competition which will be held in place of a written paper.

## **OTHER ELECTIVES**

### Model United Nations (MUN)

Grades 9-12

(two pre-school meetings per week)

0.25 credit

Semester

(This course may be taken several times for credit)

The model United Nations course is extra-curricular in its timing but students may gain credit on a pass/fail basis from their continuous involvement throughout the first semester. Model United Nations is an exercise which places students in the role of UN diplomats and their support staff preparing for a major conference on current world affairs. The procedures for lobbying, negotiation and debate are developed alongside the in-depth research of issues and national policies. Most students take part in an MUN conference during the semester, but this is not compulsory.

### Learning Support

Grades 9-10

The Learning Support program functions to serve those students who need additional support to achieve optimal success in high school courses. Learning Support teachers offer support in the following areas: study and organization skills, test taking strategies, reading skills, written expression, listening and reading comprehension, oral expression, and mathematical calculations and reasoning. Learning support teachers assess the students' learning styles and needs in order to teach strategies for the student to use to become a successful learner and student. Learning support will not exceed 20% of a full academic program.

With principal approval, students may receive modifications in their courses up through tenth grade based on the student's individual needs. This is open to LS students with documented learning needs on an individual basis. All students receiving modifications will be receiving a modified grade for their course.

Grades 11-12

Students with documented learning needs are entitled to accommodations in grades 11 and 12, if accommodations are necessary. There are no formal learning support classes offered for grades 11 and 12, however students may see the learning support teacher for guidance if they are having learning difficulties in a class.

## **ADDITIONAL IB REQUIREMENTS**

All IB Diploma students participate in three course requirements which make up the core of the IB Diploma hexagon: Theory of Knowledge (TOK), Creativity, Action, Service (CAS), and the Extended Essay (EE).

### **IB Theory of Knowledge (TOK)**

Grades 11 and 12

1 credit

Full year

TOK is a fundamental, compulsory, part of the IB diploma programme, providing candidates with a unified approach to learning that transcends subject-specific boundaries. It aims to foster internationalism.

Students are led to engage in reflection upon, and questioning of, the bases of knowledge and experience; to be aware of subjective and ideological biases; to develop a personal mode of thought based upon critical examination of evidence and argument; to formulate rational arguments. TOK students are encouraged to demonstrate an understanding of the strengths and limitations of the various Ways of Knowing (Sense Perception, Emotion, Reason and Language) and of the methods used in different Areas of Knowledge (Natural and Human Sciences, History, The Arts, Ethics and Mathematics).

### **IB Creativity, Action and Service (CAS)**

Grades 11 and 12

Zero credit

Full year

Creativity, action, service (CAS) is at the heart of the IB Diploma programme and involves students in a range of activities alongside their academic studies. CAS enables students to enhance their personal and interpersonal development through experiential learning. Students develop their own programme, with the advice and support of the CAS coordinator, their CAS advisor and the activity supervisors. A good CAS programme is challenging and enjoyable, a personal journey of self-discovery. Successful completion of CAS is a requirement for the award of the IB Diploma, and students are required to document their activities and reflect on their experiences, demonstrating evidence of fulfilling eight key learning outcomes. (Adapted from IB Creativity, Action and Service guide, 2007)

### **IB Extended Essay**

Grades 11 and 12

All IB Diploma students undertake research on a topic of their own choice, under the guidance of a supervisor (a teacher from the school). This leads to a major piece of formally presented, structured writing (up to 4000 words) which clearly communicates the student's ideas and research findings. It is recommended that the student spends a total of about 40 hours of private study and writing time on the essay.

The majority of students *add depth to* their programmes of study, for example by selecting a topic in one of their higher level (HL) courses. Occasionally students choose to *add breadth* to their academic experience by electing to write in a subject not included in their programme choices.

The Extended Essay is designed to give students an opportunity to develop high-level research and writing skills, and to experience intellectual discovery and creativity. (Adapted from IB Extended Essay guide, 2007)