



High School Course Description 2016/2017



Contents

This booklet contains information about academic choices, course load requirements, College & Careers Counselling, learning support, course descriptions, and other vital information for any student coming to the High School at The International School of Brussels. It is arranged in the following way:

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Useful Contacts

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General Information

The High School Advisory Programme

All students and teachers participate in Advisory. These small groups comprise students from **Grades ten through thirteen** who meet regularly with their Advisory Teacher.

The students and teacher come to know each other well, providing tremendous support for all students as they work their way through the year. We hope every student will take full advantage of the peer and adult support provided through our Advisory Programme.

The Advisory Programme is a vehicle for Service Learning (CAS – see below) and preparing students for life beyond ISB – college and careers guidance.

Service Learning and CAS (Creativity, Activity & Service)

Service Learning and CAS are fundamental elements of the High School programme and are graduation requirements for every ISB student.

The emphasis of CAS is on experiential learning. ISB's extensive range of extra-curricular activities and service projects can be used as a basis by which the students can shape their own individual CAS programme.

CREATIVITY conveys the widest range of arts and aesthetic experiences. Supervised involvement in art, drama, music and/or literature meets this requirement. However, appropriate CAS activities are not merely “more of the same” – more practice, more concerts with the school band, and so on. The student must have a directed goal that they are working towards achieving.

ACTIVITY should involve physical exertion that contributes to a healthy life-style.

SERVICE should benefit a community in need, this includes social issues, environmental projects and/or global issues.

PLEASE NOTE: Work that is part of a student's study within their academic programme, Theory of Knowledge or Extended Essay may not be counted towards CAS.

The students' CAS experiences are monitored by their Advisory Teacher. They evaluate the appropriateness, quality and learning outcomes of the students' CAS endeavors. The students are required to keep records of their experiences on the CAS website which can be reached at: <http://isb.managecas.com>. Students also use this site to reflect on their experiences. In addition, students are required to complete a long term “Super Project” in which they are involved in the planning and execution of the project in collaboration with an adult supervisor. This project should benefit a community in need and address an issue of Global concern.

Any questions regarding CAS should be addressed to:

- Michelle Brown at brownm@isb.be or
- Danielle Tylke at tylked@isb.be or
- Gillian Allen at alleng@isb.be

College & Careers Counselling

The College and Careers team of dedicated counselors at ISB provides students and parents with the resources, support, and guidance necessary to make sure all students are successful academically and emotionally during their time at ISB.

Throughout their High School years at ISB, students are supported by their College and Careers counsellor. Counsellors participate in a weekly Student Study Team meeting to make sure all students are monitored and supported and they are always available to meet with students or parents, preferably by appointment.

The College and Careers Team strives to ensure that every student graduates from ISB in the best position to attain their goals for life beyond ISB, be it university, a gap year, or a vocational career.

From Grades 10-12/13, counsellors meet regularly with students and parents to agree upon these goals together and establish a plan of action to make them a reality.

The College and Careers Counsellors guide students and parents through the course selection process, making sure these choices are made in the context of thinking ahead to career and university goals. In addition, counsellors guide students and parents through the university application process, assisting with research, application preparation, essay writing, etc. to ensure ISB students present strong applications.

The College and Careers team runs university planning workshops, hosts university visits, and runs several college planning evenings and events throughout the school year.

Parents and students are encouraged to attend and participate in all of these events. Information is sent to parents and students regularly via the College and Careers portal, the College and Careers Newsflash, the College and Careers Facebook and Twitter accounts, and in the Daily Bulletin.

The College and Careers Counsellors are always available to meet with students or parents (please schedule an appointment through Mina Ouanani (ouanani@isb.be) and are accessible via email and telephone.

Course Offerings 2016/2017

<p>English English 10 English 11 English 12 IB English A Language & Literature IB English A Literature IB English B</p>	<p>Mathematics Math Topics Algebra 2 Algebra 2+ Algebra2/Trigonometry IB Mathematical Studies IB Mathematics Standard IB Mathematics Higher</p>	<p>ELD ELD A – Intensive ELD B1 – Intermediate ELD B2 – Intermediate ELD C – Advanced ELD Humanities B1 ELD Humanities B2</p>
<p>Science & Technology Computer Programming Design Technology Integrated Science Science 11 Web Design IB Biology IB Chemistry IB Computer Science IB Design Technology IB Environmental Systems & Societies (SL only) IB Physics IB Science SL (Year 2 only) IB Sports Exercise & Health Science</p>	<p>Humanities Challenge & Change in the 21st Century IB History IB Geography IB Global Politics IB Psychology IB World Religions (SL only)</p>	<p>The Learning Support Programme Resource Wilson Reading</p> <hr/> <p>Special Education Lifeskills Curriculum</p>
<p>Languages French 1 French 2 French 3 French 4 French 10 IB French A Language & Literature IB French A Literature IB French B IB French <i>Ab Initio</i> (SL only) Spanish 1 Spanish 2 Spanish 3 IB Spanish B IB Spanish <i>Ab Initio</i> (SL only) Japanese 10 IB Japanese A Language & Literature Dutch Language Dutch 10 IB Dutch A Language & Literature IB Dutch B IB Tutored Languages A: Literature (SL only)</p>	<p>Arts (Visual & Performing)</p> <p>Visual Drawing Graphic Design Studio Art Textile Design and Fashion Web Design IB Visual Arts</p> <p>Performing Theatre Design & Technology Theatre Practice and Performance IB Theatre Arts Choir Digital Music String Orchestra Symphonic Band IB Music</p>	<p>Business & Economics Intro to Business & Economics IB Business Management IB Economics</p> <hr/> <p>Physical Education/Health Physical Education / Health Sports Management/Physical Education</p> <hr/> <p>Theory of Knowledge IB Theory of Knowledge IB Theory of Knowledge in French</p> <hr/> <p>Advisory Service Learning & CAS</p>

Insufficient student inscriptions may result in a course not being offered.

Choosing your Programme of Learning

Dear Parents and Students,

We are pleased to present the Course Description Booklet for 2016/17, your comprehensive guide to our High School Programme.

Our programme is built on developing the essential skills for learning, now and in life beyond ISB. To complement the more academic aspects of our curriculum, we encourage all students to take full advantage of the wide range of curricular and extra-curricular opportunities on offer.

Each student's course selection will lead to one of two ISB High School Diplomas:

- **Academic Diploma**
- **General Diploma**

Both are rigorous programmes that may include a combination of internally assessed courses, and/or individual International Baccalaureate (IB), together with a compulsory Creativity, Activity and Service Learning (CAS) programme.

In addition to the ISB High School Diplomas, students can also study for:

- **The International Baccalaureate Diploma (IBDP)**, an external diploma comprising six courses, three taken at higher level and three at standard level, an extended essay of 4000 words, a course in the Theory of Knowledge and a CAS programme.
- **The Individualized Diploma** for those with particular learning needs, which includes a Lifeskills programme and a CAS programme.

More information on these programmes of study can be found in this booklet.

Some practical points:

- Please make sure you understand the graduation requirement before making your choice.
- While we have a very wide selection of courses on offer, there are occasions when insufficient student inscription results in a course being non-viable. We reserve the right to make the final decision as to whether or not a course will run.
- We work closely with students and parents to make sure that students select a balanced programme which will provide an appropriate level of challenge, and where success is achievable. On the rare occasions when there are differences of opinion, the school reserves the right to make the final decisions on student course selection.
- Our College and Careers Counselling team is experienced in providing advice and support to students and parents as you make your choices. Their contact details are overleaf.

We wish you every success in making good selections and enjoying a challenging, balanced programme.

Félim Bolster
Head of High School
bolsterf@isb.be

Section II : Academic Choices

Annual Course Load Requirements

Throughout the year, tenth grade students will take eight courses; eleventh and twelfth grade students will take a minimum of seven credit-bearing courses.

Course selection / Dropping Adding Courses

The school offers a comprehensive support system to guide students and parents in making the most appropriate selection.

Course selection will determine the student's schedule for the year to come. In order to minimize subsequent changes, it is vital that initial choices be made carefully.

Dropping or adding a course may be possible during the month of September, but the request is dependent upon academic considerations and class size. In exceptional circumstances, course changes may be considered beyond this point if recommended by the teacher.

Approval for section or teacher changes within the same course is ordinarily not granted.

The school reserves the right to transfer students between course sections to ensure an optimal learning environment in each class.

The ISB Academic Diploma

Overview & Requirements:

Four years of fulltime enrolment in a recognized secondary school programme, including Grade-9 credit, is expected for a student to receive an ISB high school diploma.

The ISB Academic Diploma, requiring 23 credits in total, is a credential awarded to students who complete a rigorous college preparatory programme based on the entry requirements of selective American colleges and universities. The Academic Diploma programme provides students with a broad selection of subjects in several academic areas—including English, mathematics, foreign language, social science, science, and the arts. This course of study is a valid option for students seeking to enrol at American Colleges. Additionally, the programme provides the academic challenge needed for students to maximize their learning, both within the classroom and through an extensive variety of service learning projects. Holders of the ISB Academic Diploma may also satisfy the entry requirements for universities outside the United States if their high school record includes a prescribed number of IB certificate courses as determined by the university or national education system to which they are applying.

Total of 23 credits (from Grade 9 to 12)

- 4 credits of English (1 beyond ELD C)
- 3 credits of mathematics (including Algebra 2 or more advanced)
- 3 credits of same language or 4 credits of two languages
- 3 credits of humanities/business & economics
- 3 credits of science & technology
- 2 credits of arts
- 5 additional credits

CAS (creativity, action, service) completed in regular and balanced projects and activities over the High School programme.

Senior Year Minimum Pass Requirement

If a student receives two or more grades of 1, 2 or I (Incomplete) during their graduation year, he/she will be ineligible for an ISB Academic Diploma, even though the required 23 credits have been attained.

The ISB General Diploma

Overview & Requirements:

The General Diploma, requiring 19 credits, offers a full range of college preparatory subjects and also provides a sound academic background for those students intending to explore further education in less selective colleges or universities. The ISB General Diploma requires fewer credits than the Academic Diploma and may be pursued by students who enter the High School too late in their secondary school careers to fulfil all the requirements for the Academic Diploma. As well, the General Diploma is a valid option for students whose needs may be better served by a more flexible diploma programme.

Total of 19 credits (from Grade 9 to 12)

- 4 credits of English (includes ELD credits)
- 2 credits of mathematics
- 2 credits of science & technology
- 2 credits of humanities/business & economics
- 2 credits of arts
- 7 additional credits

CAS (creativity, action, service) completed in regular and balanced projects and activities over the High School programme.

Credit Allocation

One credit is earned for each year-long class taken and passed. Students should check with their counsellor after records are reviewed to learn what credits have been awarded.

Special Education Programme

The Individualized Diploma Programme

This diploma provides an opportunity for students in the Special Education programme to develop their potential and independence through personalized targets that have been established in their Individual Learning Plan and Transition Plan. Students with intellectual disabilities have the opportunity to access an ISB education until age 21. Graduation timing decisions are made on a case-by-case basis in collaboration with the team and family with special consideration given to relocation and post-secondary opportunities/availability in the country of residence.

The Special Education programme focuses on striking a balance between functional academics, adaptive, and life skills for students with special educational needs with the ultimate aim of preparing them for life after ISB. Personalized ILP goals are determined collaboratively by a multi-disciplinary team consisting of, teachers, speech and or occupational therapists, counselors, parents, the student, and in some cases additional support professionals who work with the student.

Goals are set in the areas of:

1. Functional academics in the core literacies
2. Functional life skills
3. Pre-vocational skills
4. Social emotional skills

All students are involved in on-campus job experiences, and off campus job opportunities are offered to students once on campus jobs have been mastered. Goals are assessed using a range of standardized assessments that are accepted worldwide in the field.

A transition plan is established for each student in the first year of high school so that specific goals can be targeted for post-ISB experiences. Support and counseling through this process is given so that each student and family can find the right match for the next educational, vocational and living opportunity.

International Baccalaureate Diploma Programme (IBDP)

This diploma is an externally examined 2-year course of study spanning subjects in literature (English or mother tongue), science, mathematics, humanities, language and the arts.

IB Diploma

Students must study one course from each of the six groups, three at Higher Level and three at Standard Level.

1. Literature or Language & Literature A (best academic language)
2. Language B (language acquisition)
3. Individuals and Societies
4. Experimental Sciences
5. Mathematics
6. Arts

Provisions in the programme can be made in accordance with particular needs: students may choose a second subject from Groups 1, 2, 3, 4 en lieu of a Group 6 subject; students may take the trans-disciplinary Group 3-4 Environmental Systems and Societies permitting study of a second Group 6.

In addition, all Full IB Diploma candidates must fulfil three central requirements: Theory of Knowledge, Extended Essay, and CAS.

Students not wishing to pursue the full IBDP may select individual IB courses within their ISB Diploma. These are officially known as “Diploma Programme (DP) Courses” and are recognized internationally.

A student with an IB Diploma will receive the same consideration for admission as a student holding the national qualification of that country. More specific information about the recognition of the IB Diploma can be found on the IBO web site (www.ibo.org). The IBDP can be offered only in schools and colleges which have been assessed and approved by the IB Executive Committee.

All students enrolled in IB courses must sit the external examinations at the end of the second year of the programme. There is an extra cost which will be billed to parents for IB examinations.

Student with diagnosed special educational needs should contact the IB Coordinator and Learning Support Department regarding assessment accommodations.

English Language Prerequisite for IB

It is very important that a student possess sufficient English skills to embark on these programmes. It is noted elsewhere that all students with special requirements in English take a placement test. Similarly, where there is any doubt about a student’s proficiency in English and ability to cope with the IB courses, he or she will be tested. Students for whom English is not their first language must have reached a minimum ELD C level to take IB courses.

For further information concerning participation in the IB programmes, including information on the examination fees, please consult with the IB Coordinator Steve Kotanen, telephone: 02/661.42.43, email: kotanens@isb.be

Beyond ISB: Guidelines for IBDP Candidates' Subject Choice

The breadth of ISB's IB Diploma curriculum allows students to keep many university options open around the world. At the same time, university systems in different parts of the world may have very specific entry requirements, which can vary from country to country. The following general guidelines are a starting point but requirements for specific programs can change and therefore it is essential that students conduct their own research to ensure their IB course selections meet their needs.

Please remember that teacher feedback and the student's grades are the best indicator of a student's ability level in each subject. They should be the guiding principles when deciding what IB subjects to select.

Potential IB Requirements for University Admission*

Architecture – usually no subjects are specified, but occasionally Maths and/or Physics at higher level is required. Art or design-based subjects are not always required but maybe useful. Some universities will require a portfolio.

Art and Design – art-based subjects would generally require Visual Art or Design Technology at HL and/or a portfolio of work.

Economics, Business or Commerce – Mathematics HL or Mathematics SL may be required. It is usually not necessary to take Economics or Business in order to take these subjects at university.

Engineering – at the most selective universities in the UK and US, Maths and Physics at HL are either essential or highly desirable. At most universities in Canada, and the US, Maths at SL is acceptable as the minimum entry requirement. For Chemical Engineering in the UK, Maths and Chemistry at HL are essential or highly desirable; Physics may also be required.

Law – no specific subjects are specified, but Language A English may be required.

Medicine – in the UK, Chemistry at HL plus either Biology or Physics at HL are required (taking Biology is strongly recommended). Some universities will require Mathematics as the 3rd HL subject, but many will accept a non-science-based academic subject at HL.

Psychology – some courses may require a HL science subject and/or Mathematics Standard. It is not usually necessary to take IB Psychology in order to study it at university.

Science – some courses may require more than one HL science subject and/or Mathematics Standard.

Canadian applicants should note that Mathematics Standard may be required for many courses, including the sciences and business/commerce, and students are advised to check with universities about their courses.

US applicants should note that the list of subjects indicated 'Recommended High School Preparation' in some college guides/websites is intended only for students following a standard US high school curriculum and does not apply to IB students.

Students intending to study at Dutch, German, Italian, French, Swiss, or Asian universities must consult their counselor when selecting IB DP subjects because these countries have special requirements.

*The above guidelines are of a general nature; this is not a definitive list. Different universities have different entrance requirements, and requirements can change from one year to the next. The most updated sources of information are the prospectuses and websites of the universities themselves. Students should go to the university's website to get current information.

Section III : Course Descriptions

English Language Development (ELD)

The High School offers a series of courses for students entering ISB without a full command of English. Students are placed in courses on the combined information from placement tests, individual interviews, and an evaluation of prior records. There are three levels allowing students to improve their competence in English.

ELD Level A is intended for beginners and near-beginners. Students have two blocks of intensive study in English, taught by specialist ELD teachers. In addition, they have one block in a special ELD Humanities class. They take an appropriate mathematics course and other mainstream courses, such as PE, health, art, science, computer studies or music. Most students need one year to complete the work at this level and progress to a higher level in the ELD program.

ELD Level B is intended for intermediate-level students, and is offered at two levels: B1 (lower intermediate) and B2 (higher intermediate). Students have two blocks of study in English and one block of ELD Humanities. They take appropriate mainstream courses including: mathematics, PE, health, art, science, computer studies or music. Most students need one year to complete work at this level, but it is possible that some may continue for an additional semester or year.

ELD Level C is the advanced level in the programme. In this course students have one block of study in English. In addition, students take mainstream English and Humanities courses, mathematics and science courses, and choose from other elective courses to complete their program of study. The ELD C class supplements and reinforces the work being presented in mainstream classes. Most students continue at level C for one year, but some may leave the ELD programme at the end of one semester.

English Language Development A

(Grades 10-12, 1 year, 3 credits)

This intensive course, intended for beginners and near-beginners, introduces and reviews all the basic structures and vocabulary up to the intermediate level. Although strong emphasis is placed on students' spoken English, attention is also placed on vocabulary acquisition and use, the essential points of English grammar, and reading comprehension and writing skills.

Prerequisites: ELD Placement Test; teacher recommendation; prior records and assessments.

English Language Development B1 and B2

(Grades 10-12, 1 year, 2 credits)

These courses are designed for students who have an intermediate level of English. ELD B1 is designated as lower intermediate, and B2 as higher intermediate. Both courses aim to develop learners' confidence and fluency in their written and spoken expression, and to prepare them for mainstream English language and other academic courses. Students are introduced to a variety of English texts through a selective reading program.

They also study and practice more complex grammar structures, extend vocabulary and improve listening comprehension and writing skills.

Prerequisites: ELD Placement Test; completion of ELD A or the equivalent; teacher recommendation; prior records and assessments.

English Language Development C

(Grades 10-13, 1 semester to 1 year, 1 credit)

This is an advanced course for those students who have already mastered the skills of ELD taught at the A and B levels. The primary aims of this course are to build reading and listening comprehension skills, increase vocabulary, review advanced grammar structures, and teach essay writing skills. The ELD C course also serves as a direct support for the student's mainstream English and Humanities courses.

Prerequisites: ELD Placement Test; completion of an ELD B level course or the equivalent; teacher recommendation; prior records and assessments.

ELD Humanities B1

(Grades 10 -12, 1 year, 1 credit)

This course is designed for students who have an intermediate level of English. ELD B1 is designated as lower intermediate. It is a modified course based on the 'Humanities Challenge and Change in the 21st century' course (see page 12 for details). The course exposes students to some of the essential geographical and historical concepts, laying the foundation for the more comprehensive study of Humanities in the following years.

Prerequisites: ELD Placement Test; teacher recommendation; prior records and assessments.

ELD Humanities B2

(Grades 10 -12, 1 year, 1 credit)

This course is designed for students who have an intermediate level of English. B2 as higher intermediate. It is a modified course based on the 'Humanities Challenge and Change in the 21st century' course (see page 12 for details). The course exposes students to some of the essential geographical and historical concepts, laying the foundation for the more comprehensive study of Humanities in the following years.

Prerequisites: ELD Placement Test; teacher recommendation; prior records and assessments.

English

The English Department responds to a wide variety of needs, abilities and interests among its students. As English is the language of instruction in the school, the skills that we develop within our students should also benefit them in other areas of the programme.

The study of literature is essential in developing a student's critical ability, knowledge of self and empathy for the experiences of others. In the multicultural, multilingual environment of ISB, we aim to encourage students to understand more clearly their own culture and that of others. Our curriculum includes literature written in all varieties of world English, and in translation, and includes a balance of different literary and non-literary genres taken from different time periods. Students will become familiar with a variety of text types; the emphasis being on how context, of both writer and reader shapes meaning. Students will also engage in wider reading programmes to encourage and inspire independence in reading for understanding and for pleasure, and the art of creative writing, construction and manipulation of language at word, sentence and text level will also be developed.

English 10

(Grade 10 and grade 10 ELD C students, full year, 1 credit)

This course involves the integrated study of the four language areas: reading, writing, speaking and listening. The content is partly literature-based and partly a study of non-literary text types. The students explore the major literary genres: the novel, poetry, drama and prose non-fiction. They also explore a range of other text types with a view to developing an improved understanding of the significance of purpose and audience in their own writing and in the writing of others. Students are schooled in the skills that will be most frequently assessed in their High School courses. In addition to formal written responses we also use oral presentations, class discussion and dramatic interpretations to enhance the study of text and encourage reflective and critical thinking. Vocabulary building and the development of a sophisticated, varied, precise and appropriate use of language is both taught and assessed. This will include some teaching of the understanding and appropriate application of format, register and syntax.

Prerequisites: successful completion of Grade 9 English and a level of ELD C for students for whom English is a second language or additional language.

English 11 /12

(Grades 11-12, offered as a 1 or 2 year course, 1 or 2 credits)

This course has been designed as two independent units, one for Grade 11 and one for Grade 12, and is designed to connect with our departmental goal of: 'understanding the human experience and developing the capacity for empathy, perspective and self-knowledge'.

This is explored primarily through a cultural study of identity, through taking opportunities to develop skills of creative self-expression, both in written and oral forms, as well as studying specific genres and traditions of literature and the institutional context and style of various media and non-literary language use.

Prerequisites: successful completion of Grade 10 English or a level of ELD C; recommendation by the teacher.

IB English A: Literature Standard Level

(Grades 11-13, 2 years, 2 credits)

This is a rigorous, two year literature course which is an ideal preparation for university / college as the course aims to develop oral, written and visual literacy skills, as well as to encourage independent learning. Students are required to study 10 texts in two years and there are different forms of internal and external assessments. Considerable emphasis is placed on the development of analytical writing skills, through essay assignments and commentaries on text extracts and poems. Students also make oral presentations to develop their critical thinking skills. They are required to read and respond to a major work over the summer preceding the start of each year of the course.

Prerequisites: strong academic background in English; an interest in the study of literature; recommendation of teacher.

IB English A: Literature Higher Level

(Grades 11-13, 2 years, 2 credits)

This is a rigorous, two year literature course which is an ideal preparation for university /college as the course aims to develop oral, written and visual literacy skills, as well as to encourage independent learning. The course is similar to SL but there is an extra oral requirement and the assessment criteria are more exacting and rigorous. Students are required to study 13 texts in two years and there are different forms of internal and external assessments. Considerable emphasis is placed on the development of analytical writing skills, through essay assignments and commentaries on text extracts and poems. Students also make frequent oral presentations to develop their critical thinking skills. They are required to read and respond to a major work over the summer preceding the start of each year of the course.

Prerequisites: strong academic background in English; an interest in the study of literature; recommendation of teacher.

IB English A: Language and Literature Standard Level

(Grades 11-13, 2 years, 2 credits)

This is a rigorous, two year course studying literature and the effects of language within a variety of non-literary text types, which is an ideal preparation for university /college as the course aims to develop oral, written and visual literacy skills, as well as to encourage independent learning. Students are required to study four literary texts in two years and a wealth of non-literary texts all with a specific language and / or communication focus. There are different forms of internal and external assessments. Emphasis is placed on the development of analytical writing skills, through essay assignments and commentaries on text extracts and poems. Students also make frequent oral presentations to develop their critical thinking skills. Students will produce a number of creative written tasks that display their understanding of the crafting of text and the choices writers make.

Prerequisites: strong academic background in English; some interest in how language works in a variety of contexts; recommendation of teacher.

IB English A: Language and Literature Higher Level

(Grades 11-13, 2 years, 2 credits)

This is a rigorous, two year course studying literature and the effects of language within a variety of non-literary text types, which is an ideal preparation for university /college as the course aims to develop oral, written and visual literacy skills, as well as to encourage independent learning. Students are required to study six literary texts in two years and a wealth of non-literary texts all with a specific language and / or communication focus. There are different forms of internal and external assessments. Emphasis is placed on the development of analytical writing skills, through essay assignments and commentaries on text extracts and poems. Students also make frequent oral presentations to develop their critical thinking skills. Students will produce a number of creative written tasks that display their understanding of the crafting of text and the choices writers make.

Prerequisites: strong academic background in English; some interest in how language works in a variety of contexts; recommendation of teacher.

IB English B Standard Level

(Grades 11-13, 2 years, 2 credits)

This course is a language acquisition course designed for students who have limited experience of studying in the English language and are taking a language A other than English. The course focuses principally on interactions between speakers and writers of English. Authentic materials are used and students are exposed to language, using written and spoken texts, literary and non-literary. Texts are studied through the lens of both the core issues and the two options. The teaching of appropriate grammatical structures is integrated with the study of texts and acquisition of skills.

Standard Level:

- Core: Communication and Media, Global Issues, Social Relationships.
- Options: 2 chosen from: Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology.

Prerequisites: a basic working knowledge of English; suitable for ELD students.

IB English B Higher Level

(Grades 11-13, 2 years, 2 credits)

This course is a language acquisition course designed for students who have limited experience of studying in the English language and are taking a language A other than English. The course focuses principally on interactions between speakers and writers of English. Authentic materials are used and students are exposed to language, using written and spoken texts, literary and non-literary. Texts are studied through the lens of both the core issues and the two options. Students at HL must also study and appreciate two works of literature. The teaching of appropriate grammatical structures is integrated with the study of texts and acquisition of skills.

Higher Level:

- Core: Communication and Media, Global Issues, Social Relationships.
- Options: 2 chosen from: Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology.
- 2 works of literature

Prerequisites: a competent working knowledge of and functional use of English; suitable for advanced ELD students.

Humanities

The goal of the Humanities Department is to equip students at ISB with the analytical skills and broad knowledge that will enable them to better understand the world in which they live. The Humanities Department responds to the variety of abilities and interests of students by offering a curriculum that covers a range of themes including Geography, History, Religion and Politics.

Challenge and Change in the 21st Century

(Grade 10, 1 year, 1 credit)

This is a required course for all Grade 10 students (except those in ELD A/B).

In this humanities course students examine some of the most important and relevant questions of the 21st century: What challenges do the global distribution of resources and economic power pose for us? What factors influence economic, social and political development? How do people forge a common identity and what factors can challenge this unity? How do people try and change their world through protest, resistance or revolution? Why are some environments more affected by change than others?

Promoting a spirit of enquiry is central to this Grade 10 humanities course. Students will develop their skills of critical thinking, interpretation and analysis, and communicate their knowledge and understanding in a variety of ways. Students will deepen their understanding of key historical, geographical and economic concepts and use these to develop theories to answer these questions.

This course builds upon the geography and history studied in the Middle School and prepares students for studying humanities subjects in Grade 11. It encourages students to consider the global, regional and individual responses to the challenges and changes in today's world.

Prerequisites: none.

IB History Standard Level

(Grades 11-13, 2 years, 2 credits)

The IB Standard Level History course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. In a structured but flexible way the course fosters an understanding of major historical events in a global context. It requires students to make assessment and comparisons between similar and dissimilar solutions to common human situations, whether they are political, economic or social. It invites informed comparisons through detailed study between, but not judgments of, different cultures, political systems and national traditions.

At Standard Level the course concentrates of the twentieth century through the themes of the causes and effects of twentieth century warfare, the role of authoritarian/single party states, and the significance of ideologies.

Prerequisites: teacher recommendation.

IB History Higher Level

(Grades 11-13, 2 years, 2 credits)

The IB Higher Level History course aims to promote an understanding of history as a discipline, including the nature and is structured to foster understanding and develop interpretation of major political, social and ideological developments across the centuries within a global context. It requires students to make assessment of key historical periods through the comparison using common themes. It invites informed comparisons through detailed study between, but not judgments of, different cultures, political systems and national traditions.

At Higher Level the course takes examples from the themes of conquest and its impacts, ideology and society as well as political power and revolutionary change.

Prerequisites: teacher recommendation.

IB Geography Standard Level

(Grades 11-13, 2 years, 2 credits)

Geography is a dynamic subject and plays an important role in the understanding of contemporary issues. Students will investigate the interactions between individuals, societies and the physical environment in both space and time and connect what they learn to events occurring in the world around them.

Students will develop their understanding of the ways that people adapt and respond to change and evaluate management strategies associated with such change. An appreciation of the influence of different cultures and economies is encouraged through the use of case studies from around the world.

Themes covered include: Patterns and Change (Populations in transition; Disparities in wealth and development; Patterns in environmental quality and sustainability; Patterns in resource consumption); the Geography of Food and Health and Urban Environments.

Prerequisites: teacher recommendation.

IB Geography Higher Level

(Grades 11–13, 2 years, 2 credits)

Geography is a dynamic subject and plays an important role in the understanding of contemporary issues. Students will investigate the interactions between individuals, societies and the physical environment in both space and time and connect what they learn to events occurring in the world around them.

Students will develop their understanding of the ways that people adapt and respond to change and evaluate management strategies associated with such change. An appreciation of the influence of different cultures and economies is encouraged through the use of case studies from around the world.

The IB Geography Higher Level course offers students the opportunity to explore these geographical concepts at a deeper level than Standard level and requires a greater degree of critical evaluation and synthesis of the concepts. Additional topics to standard level, specific to the Higher Level, include: Hazards and Disasters and the higher level extension topic of Global Interactions. This requires students to explore the social, economic, cultural and political connections that have led to our globalized world, and the variety of ways in which people respond to this growing phenomena.

Themes covered include: Patterns and Change (Populations in transition; Disparities in wealth and development; Patterns in environmental quality and sustainability; Patterns in resource consumption); Hazards and Disasters; Urban Environments; and the Geography of Food and Health and Global Interactions.

Prerequisites: teacher recommendation.

IB Global Politics Standard / Higher Level

(Grades 11 – 13, 2 years, 2 credits)

The global politics course explores fundamental political concepts such as power, liberty and equality, in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives.

Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective.

All standard level and higher-level students complete a common core entitled “People, Power and Politics”. This consists of four core units: Power, sovereignty and international relations; Human rights; Development; Peace and conflict.

Higher-level students also examine two contemporary global political challenges, through a case studies approach drawn from the following themes: Environment; Poverty; Health; Identity; Borders; Security.

Prerequisites: teacher recommendation.

IB World Religions Standard Level

(Grades 11-13, offered as a 1 or 2 year course, 1 or 2 credits)

This course allows students to ask questions about belief, faith, culture and the role of religion in society. Through a scholarly, open-minded and objective study of a variety of religious beliefs and practices from across the major world religions, students develop their international awareness and their understanding of the interrelationships between people, places and the environment. Students investigate the way that religion influences individuals and societies across the globe, in the past and present day.

The course consists of an introductory unit, exploring five of the nine living world religions and addresses how these faiths respond to some of mankind's most challenging questions: ‘what is the human condition?’; ‘where are we going and how do we get there?’. This is complemented by an in-depth study of two major world religions in which themes such as the role of gender, ethics and religious experience play a central role. The final component is an investigative study which provides opportunities for individual research into an aspect of the religious experience, practice or belief of a group and/or individual adherents.

Through an exploration of textual, visual and audio primary and secondary sources, students can expect to gain a wide understanding of the beliefs, practices and ideologies of different groups of people throughout the world.

Prerequisites: teacher recommendation.

IB Psychology Standard/Higher Level

(Grades 11–13, 2 years, 2 credits)

What explains human behavior? Do we do the way we do because of our genetic make up, our thinking and mental frameworks, or our environment and culture? Studying psychology today requires an interactionist approach—one that considers human behavior as a product of all three lenses. In this two-year IB course, students will learn to critically evaluate research studies, conduct their own simple research study with human subjects, and write complex responses to questions such as “Is memory reliable?” or “Can we predict who will commit a crime?” An important aspect of the course is learning to weigh competing claims, such as when one study suggests that depression runs in families and another study links depression to poverty. SL students will study the 3-pronged interactionist approach (biological, cognitive, and socio-cultural), as well as one option, either abnormal psychology (the study of disorders) or developmental psychology (how humans grow, learn, and mature). HL students will also learn to read and evaluate qualitative research, such as information gathered through survey, interview, and observation.

Prerequisites: teacher recommendation.

Business & Economics

Introduction to Business and Economics

(Grades 10 and non IB Grades 11-13; 1 year, 1 Credit)

This course is available to all HS students and covers foundation concepts and skills in the dual fields of Business Management and Economics. The objective is to develop a holistic understanding of both areas through a variety of strategies and approaches. The year is structured around core units covering for Business Management: Introduction to Stakeholder Analysis, Decision Making, Enterprise, Innovation and Marketing and Economics: Introduction to Market Supply and Demand, Government Intervention, and basic Macroeconomic and Development Economics concepts. Throughout, students are required to track, follow and utilize current business and economic news. An emphasis will be placed on learning through Guided Enquiry and throughout the focus will be application of theory learned to real world scenarios and contexts. Assessment will build research, analytical and discursive skills and comprise both oral presentation and written tasks. Throughout students are encouraged to follow current media stories to support objective of achieving application from theory to real life. There is also work on cross curricular projects where students can apply course learning to other areas of knowledge. For example, brainstorming business ideas that may require knowledge input and application from other subjects such as developing a marketing logo (visual art) or an advertisement (language and literature) or apply economic solutions to problems such as market failure – all achieved through linking and connecting learning from many areas of academic study.

Prerequisites: teacher recommendation.

IB Business Management Standard Level

(Grades 11-13, 2 years, 2 credits)

This SL course is the critical study of the ways in which individuals and groups (Stakeholders) interact in a dynamic and increasingly competitive and volatile business and organizational environment. Students will examine how business decisions are made and make an impact on internal and external environments. The concepts of Change, Culture, Ethics, Globalization, Innovation and Strategy are at the heart of the course “to allow students to reach beyond the classroom and their immediate school community to build intellectual and practical connections to the wider society” (IB Business Management Guide 2014). Emphasis is placed on understanding day-to-day business functions of organizational theory, marketing, operations management, human resource management and finance. Students must appreciate ethical concerns and issues of social responsibility in the business environment and will learn to make sense of the forces and circumstances that drive change in an interdependent and multicultural world. Students are encouraged to follow current business media stories throughout the two years for class discussion and in order to apply the theory being taught. There is a wide range of Business theory and models to learn so the student

must keep up with an intensive reading cycle and prepare constant and consistent supporting notes. The SL Internal Assessment Commentary (25% of holistic grade) is on an organizational or sector business issue using only Secondary Research.

Objective: To develop an understanding of business theory and the ability to apply practical thinking and decision making to business principles, practice and skills.

Please note: That this is primarily a theoretical course and the only independent real life application element is the Internal Assessment Project (see above).

Prerequisites: Good level of proficiency in English (reading and writing), adequate math skills and teacher recommendation.

IB Business Management Higher Level

(Grades 11-13, 2 years, 2 credits)

This HL course is the critical study of the ways in which individuals and groups (Stakeholders) interact in the dynamic and increasingly competitive and volatile business and organizational environment. The students will examine how business decisions are strategized and made and make an impact on internal and external environments. The concepts of Change, Culture, Ethics, Globalization, Innovation and Strategy are at the heart of the course “to allow students to reach beyond the classroom and their immediate school community to build intellectual and practical connections to the wider society” (IB Business Management Guide 2014). Emphasis is placed on understanding business functions of organizational theory, marketing, operations management, human resource management and finance. Students must appreciate the growing importance of ethical concerns and issues of social responsibility in the business environment and will learn to make sense of the forces and circumstances that drive change in an interdependent and multicultural world. Students are required to follow current business media stories throughout the two years for class discussion and in order to apply the theory taught. There is a very wide range of Business theory and models to learn so the HL student must keep up with an intensive reading cycle and prepare constant and consistent supporting notes. The HL Internal Assessment Component (25% of holistic grade) is an in depth consultation project and business report on a real organization with a problem or issue and will require access to and cooperation from the organization in question.

Objective: To develop an understanding of business theory and the ability to apply critical and strategic thinking and decision making to business principles, practice and skills.

Please note: This is a primarily theoretical course using case study stimuli to apply learning. The only independent application element is the Internal Assessment project (see above).

Prerequisites: Good level of proficiency in English (reading and writing), some math skills and teacher recommendation.

IB Economics Standard Level

(Grades 11-13, 2 years, 2 credits)

Economics is a dynamic social science, studying the concept of scarcity and the problem of resource allocation. It is a discipline that incorporates elements of History, Geography, Psychology, Sociology and Political Studies. This course provides students with a clear understanding of both macro- and micro-economics from an international perspective. Topics covered during the first year include resource allocation, market systems, elasticity, government intervention, market failure, measuring national income, inflation, unemployment and fiscal and monetary policies. The second year of the course focuses on international trade and development topics, assessing benefits and costs of global trading and competition as well as understanding the differences between developed and developing countries and the opportunities and obstacles to growth and development. Students must keep up with an intensive reading cycle and prepare constant and consistent supporting notes. The Internal Assessment Component comprises a series of written commentaries analyzing economic theory and evaluation of economics concepts as applied to current news articles.

Objective: To apply theoretical economic theory to real-world examples. To look at the world from an economist's point of view and to explore and evaluate different economic systems.

Prerequisites: proficiency in English; adequate math skills and teacher recommendation.

IB Economics Higher Level

(Grades 11-13, 2 years, 2 credits)

Economics is a dynamic social science, essentially studying the concept of scarcity and the problem of resource allocation. It is a discipline that incorporates elements of History, Geography, Psychology, Sociology and Political studies. This course provides students with a clear understanding of both macro- and micro- economics from an international perspective. Topics covered during the first year include resource allocation, market systems, elasticity, market structures, government intervention, measuring national income, inflation, unemployment and fiscal and monetary policies. The second year of the course focuses on international trade and development topics assessing benefits and costs of global trading and competition as well as understanding the differences between developed and developing countries and the opportunities and obstacles to growth and development. The HL student will study extension topics in greater depth and breadth, as well as with much more rigor and demands than the SL student. Students must keep up with an intensive reading cycle and prepare constant and consistent supporting notes. The Internal Assessment Component comprises a series of written commentaries analyzing economic theory and evaluation of economics concepts as applied to current news articles.

Objective: To apply theoretical economic theory to real-world examples. To look at the world from an economist's point of view and to explore and evaluate different economic systems.

Prerequisites: very good command of the English language as complex reading and writing skills are required; strong Mathematical ability evidence by achievement of a 5 or better in Algebra 2+ or successful completion of Algebra 2 / Trigonometry and concurrent study of IB Mathematics SL or HL in Grades 11 and 12.

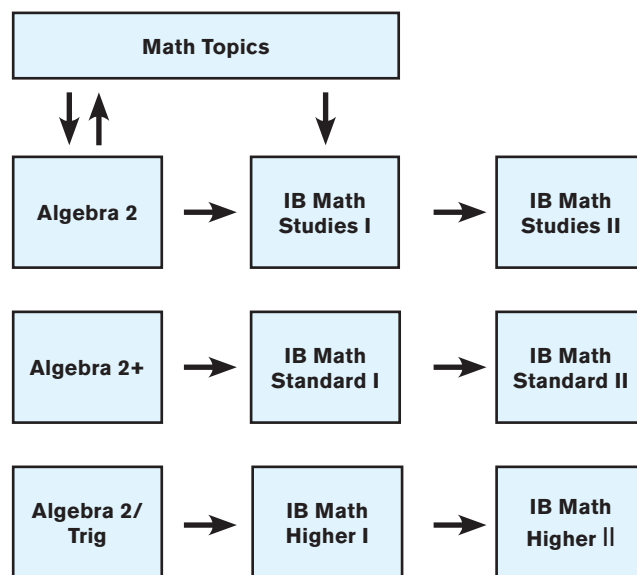
Mathematics

KNOWLEDGE

CRITICAL THINKING

PROBLEM SOLVING

The mathematics department is committed to providing a challenging and supportive curriculum designed to enable success in college and beyond. The courses emphasize critical thinking and problem solving skills and are designed to accommodate the needs of students with various levels of ability and interests through creating supportive learning environments in all classes.



Math Topics

(Grades 10-12, full year (can be repeated), 1 credit)

This course is designed to meet the needs of all students who are not able to access our traditional High School course offerings. The instruction is on an individualized basis with emphasis placed on skills and core knowledge. This includes topics such as linear functions, geometry, basic probability and introductory statistics. A core curriculum of problem solving will be common throughout the year.

Prerequisites: teacher recommendation only.

Algebra 2

(Grades 10-12, 1 year, 1 credit)

This course includes a wide range of mathematical concepts and is designed for students who need a thorough review of algebraic basics before moving on to more sophisticated topics. In addition to developing their algebraic skills and understanding, they study a review of basic algebra essential to the core curriculum including linear, quadratic, and exponential functions, probability, statistics, geometry, functional notation, graphing, problem solving and extensive use is made of the graphing calculator. Students are expected to continue into IB Mathematical Studies Standard Level after successful completion of this course.

Prerequisites: successful completion of: Math Lab, Algebra 1 or Math Topics.

Algebra 2 +

(Grades 10-12, 1 year, 1 credit)

This is also a standard Algebra 2 course but includes less of an emphasis on reviewing topics from Algebra 1 and more of an emphasis on trigonometry. Topics will include functions, transformations, graphing and problem solving but also introduce students to trigonometry, the binomial theorem, probability and sequences and series. Students completing this course should be prepared for the IB Math SL sequence. This course is needed to continue into IB Standard Level.

Prerequisites: successful completion of Algebra 1 (5 or higher) and teacher recommendation.

Algebra 2/Trigonometry

(Grades 10-12, 1 year, 1 credit)

This honors-level course is designed to move quickly through the standard Algebra II topics and assumes mastery of all Algebra I concepts and skills.

The curriculum includes a thorough treatment of functions, transformation, trigonometry, logarithms and probability. Students investigate concepts using technology and proof. They also develop their communication and this extends written pieces of work. This is a fast-paced and demanding course which prepares student for the IB Mathematics Higher Level program.

Prerequisites: successful completion of Algebra 1 (6 or higher) or Geometry (5 or higher) and teacher recommendation.

IB Mathematical Studies Standard Level

(Grades 11-13, 2 years, 2 credits)

Math Studies Standard Level is a course designed for students with a modest math background. Over two years, the students will learn and develop skills in algebra, trigonometry, logic, functions, probability, statistics, sequences and series, calculus, and mathematical modeling. This course is designed to be accessible for almost every student at ISB but nevertheless it is rigorous and requires significant commitment and effort on the part of the student. This course includes a mandatory portfolio project counting for 20% of the overall grade.

Prerequisites: completion of Algebra 2 or teacher recommendation.

IB Mathematics Standard Level

(Grades 11-13, 2 years, 2 credits)

This is a standard two-year high school calculus-based curriculum although the topics also include sequences and series, circular functions and trigonometry, vectors, statistics and probability as well as differential and integral calculus. The mandatory coursework includes a portfolio, which is a 12 page mathematical exploration of the student's own choosing that counts for 20% of the final grade.

Prerequisites: successful completion (5 or higher) of Algebra2+; successful completion of Algebra 2/Trigonometry and/or teacher recommendation.

IB Mathematics Higher Level

(Grades 11-13, 2 years, 2 credits)

This demanding two-year course is designed for highly successful, interested, and enthusiastic mathematics students. The topics include the study of functions, trigonometry, differential and integral calculus, sequences and series, vectors, complex numbers, probability and statistics. The course also includes a portfolio which is a 12 page mathematical exploration of the student's own choosing that counts for 20% of the final grade.

Prerequisites: successful completion (5 or higher) of Algebra 2/ Trigonometry or teacher recommendation.

Science & Technology

The science department's goals are to teach the fundamentals of the major scientific disciplines, to develop a familiarity with basic laboratory equipment and techniques, to develop an appreciation and understanding of the use and validity of the scientific method and to develop an understanding of the significance of science in an evolving society.

General Science & Technology Courses

Computer Programming

(Grades 10–12, 1 year, 1 credit)

This course is an introduction to computer programming that combines some theory with a lot of hands-on exercises. It aims at giving participants an overview of what programming is about, and an opportunity to explore programming techniques in different environments. The theory modules investigate topics such as problem analysis, application design, programming, testing and documentation techniques, security issues, and reusability. The hands-on modules introduce a selection of languages and tools, such as Visual Basic for Applications (Excel), Visual Basic (Visual Studio Express), and Java (Eclipse). Each student is expected to build programming skills in relation with his/her individual level of interest.

Prerequisites: none.

Design Technology

(Grades 10-12, 1 year, 1 credit)

Design Technology in grade 10 is a new course aimed at developing the skills and processes required for success in IB Diploma Design Technology. The course is structured around a project based learning approach; focusing on developing analysis, design development, synthesis and evaluation competencies. The projects incorporate design challenges and encompass the following concepts:

- Communication - How designers communicate.
- Principles of Good Design - Understanding basic principles of classic design.
- Markets and Trends - The business of design.

The course will be focused on creating three-dimensional (3D) solutions to design challenges. The challenges aim to develop critical-thinking, conceptual modeling and design skills, which can be applied in a practical context using the design cycle.

Prerequisites: None

Integrated Science

(Grades 10-12, 1 year, 1 credit)

Integrated Science is a required course for all Grade 10 students. It focuses on developing the skills and processes required for success in IB Sciences. This new course has core elements in each of Biology, Chemistry and Physics as well as a wide range of options which are designed to consider Scientific knowledge as an holistic discipline. There is also an Inquiry module which permeates the whole course to embed the "How Scientists do Science" skills.

Prerequisites: none.

Science 11

(Grades 11-12, 1 year, 1 credit)

This is a non-IB course which focuses on the practical skills associated with the study of science and will draw from all areas of science. The work in this course is based on the completion of projects and on the development of practical laboratory skills. Assessment through the course will be from the outcomes of the projects as well as laboratory reports. Areas of study give learners the opportunity to investigate Biology, Physics, Chemistry, Astronomy, Environmental Science, Sports Science Successful completion of the course may enable transition to Science 12.

Prerequisites: None

Web Design

(Grades 10–12, 1 year, 1 credit)

Web Design is a practical, hands-on introduction to a range of technologies used by programmers and designers on the Web. After a global overview that helps identify the various components of web technology, students explore essential HTML tags, server-side programming using ASP, interaction with a database through SQL, formatting with CSS, and client-side action in JavaScript. The course also introduces PHP/ MySQL programming, and a web design tool like Macromedia

Dreamweaver. Hands-on class activity is central to this course, and a large percentage of class time is invested in practical exercises and in developing small projects. Because projects are individualized, students with all levels of experience, including no experience at all, are welcome.

Web Design can count as either Science & Technology or Art credit.

Prerequisites: none.

IB Science & Technology Courses

IB Biology Standard Level

(Grades 11-13, 2 years, 2 credits)

In the first year the students study cells, the chemistry of life, genetics, ecology and human health and physiology. Laboratory work counts for 24% of the final evaluation. Students electing to do their extended essay in biology are expected to perform all experimental work in the first year. In the second year the students study two options: 'behaviour and neurobiology' and 'physiology of exercise'.

Prerequisites: none.

IB Biology Higher Level

(Grades 11-13, 2 years, 2 credits)

In the first year the students study cells, the chemistry of life, genetics, ecology and human health and physiology to a greater depth than the standard level course. Laboratory work counts for 24% of the final evaluation. Students electing to do their extended essay in biology are expected to perform all experimental work in the first year.

Two options are covered in the second year of the course: 'behaviour and neurobiology', and 'further human physiology'. This course requires additional meeting time outside of the assigned class period.

Prerequisites: Integrated Science recommended.

IB Chemistry Standard Level

(Grades 11-13, 2 years, 2 credits)

There is a wide range of quantitative and qualitative material studied. Topics include atomic theory which provides a basis for understanding energetics, kinetics and equilibria, acids and bases and redox as examples of reaction types and organic chemistry. The choice of options depends on the students in the class. There is continual assessment of laboratory work during the two years.

Prerequisites: successful completion of Integrated Science recommended **or** recommendation of teacher. Concurrent study of IB Standard/Higher Level Maths strongly recommended.

IB Chemistry Higher Level

(Grades 11-13, 2 years, 2 credits)

There is a wide range of quantitative and qualitative material studied. Topics include atomic theory which provides a basis for understanding energetics, kinetics and equilibria, acids and bases and redox as examples of reaction types and organic chemistry. The choice of options depends on the students in the class. There is continual assessment of laboratory work during the two years. Although the topics are similar to those of standard level, they are studied to greater depth.

Prerequisites: strong Mathematical ability evidence by achievement of a 5 or better in Algebra 2+ or successful completion of Algebra 2 / Trigonometry and concurrent study of IB Mathematics SL or HL in Grades 11 and 12.

IB Computer Science Standard/Higher Level

(Grades 11-13, 2 years, 2 credits)

Computer science explores computer system fundamentals, computer organization, and networks using both a theoretical and practical approach. It offers students an opportunity to discover and practice computational thinking, problem-solving and programming. This “core” content is completed by one optional topic selected by the teacher amongst the following: databases, modeling and simulation, web science or object-oriented programming.

Students taking Computer Science at the Higher Level must also investigate abstract data structures, resource management (such as primary memory, secondary storage, processor speed, bandwidth, screen resolution, etc.) and control (such as found in automatic doors, heating systems, taxi meters, elevators, etc.) All students must complete an Internal Assessment that allows them to demonstrate their skills in a practical project, through the development of a product and associated documentation. Computer science is designed for students with a variety of career interests, from science to business and economics and, of course, IT-related careers such as computer engineering and computer science.

Prerequisites: previous programming experience is recommended for HL candidates.

IB Design Technology Standard/Higher Level

(Grades 11-13, 2 years, 2 credits)

This course is new and is aimed at developing and awareness of how designers work and communicate with each other. The course is structured around a project based learning approach; focusing on developing analysis, design development, synthesis and evaluation competencies. The projects contextualize key areas of the syllabus and incorporate design challenges. They are based around the following concepts:

Form vs Function – An analysis of form and function through concept modeling.

Human Dimension – Ergonomic design considerations.

Innovation – Developing products for identified markets and users.

The emphasis of the course is on Product Design, requiring the use of the design cycle as a framework, used to structure the inquiry and analysis of problems, design development, and the evaluation of a solution to the set challenge.

Standard level and higher level have a common core of study. Study at higher level includes additional topics. The distinction between SL and HL is one of breadth and depth.

Prerequisites: For students considering the study of design technology at HL having some previous exposure to design would be beneficial.

IB Environmental Systems and Societies Standard Level

(Grades 11-13, 2 years, 2 credits)

Using a systems approach, the course provides students with a coherent perspective on the interrelationships between and within ecosystems and societies; one that enables them to analyze environmental issues, evaluate strategies for addressing them and adopt an informed personal response. Practical work in the laboratory and in the field is an integral part of the course and is assessed through a portfolio of work that students build up throughout the two years. **This course is only offered at Standard Level.**

Students wishing to study the fundamentals of environmental science may opt to take this course in the first year only.

NOTE: students should be aware that the exam requirement for this course involves the writing of essays which differs from the other IB sciences.

Prerequisites: none.

IB Physics Standard Level

(Grades 11-13, 2 years, 2 credits)

This course provides an introduction to key topics in classical and modern physics, along with insight into the methods used by scientists. The course places emphasis on mathematical and problem-solving aspects of Physics. There is continual assessment of laboratory work during the two years.

Prerequisites: Integrated Science or recommendation of teacher. Concurrent study of IB Standard/Higher Level Maths strongly **recommended**.

IB Physics Higher Level

(Grades 11-13, 2 years, 2 credits)

This course provides a detailed study of key topics in classical and modern physics, along with insight into the methods used by scientists. Topics are treated rigorously and mathematical analysis is an essential part of the course. Assessment of laboratory work continues throughout the two year programme.

Prerequisites: strong Mathematical ability evidence by achievement of a 5 or better in Algebra 2+ or successful completion of Algebra 2 / Trigonometry and concurrent study of IB Mathematics SL or HL in Grades 11 and 12.

IB Sports Exercise and Health Science Standard/Higher Level

(Grades 11-13, 2 years, 2 credits)

Sports, exercise and Health Science (SEHS) is an IB group 4 science course that can be studied at HL or SL. Just like other sciences, it offers students the opportunity to develop understanding of scientific concepts through a combination of practical work and classroom study. However, SEHS is different because the course content focuses on the application of science to the specific area of sport, fitness and well-being. It might well appeal to students who

- Are interested in understanding the science behind the sports they love.
- Are considering a career in the rapidly growing sports and leisure industries
- Would prefer to study a science where all the subject matter has relevance to human health and well-being.
- Want to find out more about the issues surrounding sport and physical well-being that feature in current affairs.

Some of the topics studied include Human anatomy and physiology, Genetics and athletic performance, exercise and immunity, Friction and drag in Sport, and Skill in sport. There are also options such as psychology in sport and optimising physical performance. These titles illustrate that there are aspects of biology and physics in the course, as well as topics unique to Sport, health and training.

Practical work can involve laboratory experiments or fieldwork activities, and, just like other group 4 subjects, there is an individual investigation involving practical work to complete.

Prerequisite: students should have successfully completed the Integrated Science course or equivalent.

Languages

Dutch

Dutch Language

(Grades 10-13, 1 year, 1 credit)

This course is designed for students who would like to learn Dutch or improve their Dutch language skills. Depending on the student's existing level of Dutch, the course offers an integrated study of the four language areas: reading, writing, speaking and listening. The students will learn to use communicative skills for different situations, from daily conversations to the more advanced ones. Students will also learn to develop their written expression. For beginners, special focus will be put on listening and speaking. Vocabulary and grammar will be integrated into the four skills. The course will also promote insight into Dutch/Flemish culture and advanced students will practice and develop skills of critically interpreting and analyzing different sorts of texts.

After Grade 10, students have the possibility to continue this course or opt for the **IB Dutch B** course (2 years). If students continue this course, they will have the possibility to obtain a certificate in Dutch as a foreign language.

Prerequisites: none.

Dutch 10

(Grade 10, 1 year, 1 credit)

This course involves the integrated study of the four language areas: reading, writing, speaking and listening. The content is largely literature-based and features some exploration of the major literary genres: the novel, poetry, drama and prose non-fiction. Students are schooled in the skills that will be most frequently assessed in their High School courses. In addition to formal written responses we also use oral presentations, class discussion and dramatic interpretations to enhance the study of literature and encourage reflective and critical thinking. Vocabulary building and the development of a sophisticated, varied, precise and appropriate use of language is both taught and assessed. This will include some teaching of the understanding, use and application of formal grammar and syntax, primarily taught through a study of a variety of text types, literary and non-literary. Fieldtrips and workshops by Dutch authors are part of the programme as is the focus on Flemish-Dutch culture in relation to European cultural developments.

Prerequisites: successful completion of Grade 9 Dutch or a placement test.

IB Dutch A: Language and Literature Standard Level

(Grades 11-13, 2 years, 2 credits)

This is a rigorous, two year course studying literature and the effects of language within a variety of non-literary text types, which is an ideal preparation for university-/college as the course aims to develop oral, written and visual literacy skills, as well as to encourage independent learning. Students are required to study 4 literary texts in two years and a wealth of non-literary texts all with a specific language and / or communication focus, and there are different forms of internal and external assessments. Considerable emphasis is placed on the development of analytical writing skills, through essay assignments and commentaries on text extracts and poems. Students also make frequent oral presentations to develop their critical thinking skills. Finally, they will produce a number of creative written tasks that display their understanding of the crafting of text and the choices writers make.

Prerequisites: strong academic background in Dutch; some interest in how language works in a variety of contexts; recommendation of teacher.

IB Dutch A: Language and Literature Higher Level

(Grades 11-13, 2 years, 2 credits)

This is a rigorous, two year course studying literature and the effects of language within a variety of non-literary text types, which is an ideal preparation for university-/college as the course aims to develop oral, written and visual literacy skills, as well as to encourage independent learning. Students are required to study 6 literary texts in two years and a wealth of non-literary texts all with a specific language and / or communication focus, and there are different forms of internal and external assessments. Considerable emphasis is placed on the development of analytical writing skills, through essay assignments and commentaries on text extracts and poems. Students also make frequent oral presentations to develop their critical thinking skills. Finally, they will produce a number of creative written tasks that display their understanding of the crafting of text and the choices writers make.

Prerequisites: strong academic background in Dutch; some interest in how language works in a variety of contexts; recommendation of teacher.

IB Dutch B Standard Level

(Grades 11-13, 2 years, 2 credits)

This course is designed for students who are taking a language A other than Dutch. This course focuses principally on interactions between speakers and writers of Dutch. Authentic materials are used and students are exposed to language, using written and spoken texts, literary and non-literary. Texts are studied through the lens of both the core issues and the two options. The teaching of appropriate grammatical structures is integrated with the study of texts and acquisition of skills.

Standard Level:

- Core: Communication and Media, Global Issues, Social Relationships.
- Options: 2 chosen from: Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology.

Prerequisites: a basic working knowledge of Dutch.

IB Dutch B Higher Level

(Grades 11-13, 2 years, 2 credits)

This course focuses principally on interactions between speakers and writers of Dutch. Authentic materials are used and students are exposed to language, using written and spoken texts, literary and non-literary. Texts are studied through the lens of both the core issues and the two options. Students at HL must also study and appreciate two works of literature. The teaching of appropriate grammatical structures is integrated with the study of texts and acquisition of skills.

Higher Level:

- Core: Communication and Media, Global Issues, Social Relationships.
- Options: 2 chosen from: Cultural Diversity, Customs and traditions, Health, Leisure, Science and Technology.
- 2 works of literature.

Prerequisites: a basic working knowledge of Dutch.

French

Path for Non-IB French as an Acquisition Language



French 1

(Grades 10-12, 1 year, 1 credit)

The students will learn to use communicative skills to respond in various situations. They will learn to speak about themselves, their families and their countries and will be able to have a conversation in such places as restaurants and shops. They will master most verbs in the present tense and will be able to understand the future tense and the past tense.

Prerequisites: none or placement test.

French 2

(Grades 10-12, 1 year, 1 credit)

The students will learn to communicate in simple familiar routine matters. They will learn to give information about their cultural backgrounds. Students will revise regular and irregular verbs in the present tense and learn how to use them in the imperative, the future and the past. They will learn how to give orders, tell a story and express their opinions.

Prerequisites: HS French 1 or placement test.

French 3

(Grades 10-12, 1 year, 1 credit)

Students will learn to express their opinions and organize their ideas to exchange information about issues and current events. They will use appropriate vocabulary and structures to organize pieces of writing. The course works towards oral comprehension and communication, talking at a normal speed, pronunciation and fluency. The conditional and the subjunctive will be introduced. Students will expand their vocabulary. Students will become accustomed to improvising and responding to unexpected speech situations.

Prerequisites: HS French 2 or placement test.

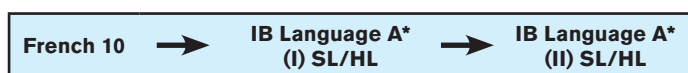
French 4

(Grades 10-12, 1 year, 1 credit)

The course is an introduction to perspectives of French literature through the study of some leading authors. Short stories or novels from the 20th centuries will be studied. Grammar will be reviewed and vocabulary will be extended. Students will learn to express their ideas in writing. The course is good preparation for IB French B.

Prerequisites: HS French 3 or placement test.

Path for IB French for Fluent French



* IB French A Literature or IB French A Language and Literature

French 10

(Grade 10, 1 year, 1 credit)

This course is designed for Grade 10 French native and near native with good command of the language. It promotes insight into the French literature and is good preparation for students planning to study IB French A in the literature option or the language and literature option. This course involves the integrated study of the four language areas: reading, writing, speaking and listening.

The content is literature based and features some exploration of the major literary genres: the short story, the novel, poetry, drama and prose non-fiction. Students are schooled in the skills that will be most frequently assessed in their High School courses. They will write essays, practice and develop skills of both oral and written expression, critically interpret and analyze literary and non literary texts of different styles. They will also reinforce the skills of grammar and spelling.

Prerequisites: fluency in French and proof of written literacy.

IB French A: Literature Standard Level

(Grades 11-13, 2 years, 2 credits)

This is a rigorous, two year literature course which is an ideal preparation for university/college as the course aims to develop oral, written and visual literacy skills, as well as to encourage independent learning. Students are required to study 10 texts in two years and there are different forms of internal and external assessments. Emphasis is placed on the development of analytical writing skills, through essay assignments and commentaries on text extracts and poems. Students also make frequent oral presentations to develop their critical thinking skills. They are required to read and respond to a major work over the summer preceding the start of each year of the course.

Prerequisites: strong academic background in French; true interest in the study of literature; recommendation of teacher.

IB French A: Literature Higher Level

(Grades 11-13, 2 years, 2 credits)

This is a rigorous, two year literature course which is an ideal preparation for university/college as the course aims to develop oral, written and visual literacy skills, as well as to encourage independent learning. The course is similar to SL but there is an extra oral requirement and the assessment criteria are more exacting and rigorous.

Students are required to study 13 texts in two years and there are different forms of internal and external assessments. Emphasis is placed on the development of analytical writing skills, through essay assignments and commentaries on text extracts and poems. Students also make frequent oral presentations to develop their critical thinking skills.

Prerequisites: strong academic background in French; true interest in the study of literature; recommendation of teacher.

IB French A: Language and Literature Standard Level

(Grades 11-13, 2 years, 2 credits)

This is a rigorous, two year course studying literature and the effects of language within a variety of non-literary text types, which is an ideal preparation for university/college as the course aims to develop oral, written and visual literacy skills, as well as to encourage independent learning. Students are required to study 4 literary texts in two years and a wealth of non-literary texts all with a specific language and/or communication focus, and there are different forms of internal and external assessments. Emphasis is placed on the development of analytical writing skills, through essay assignments and commentaries on text extracts and poems. Students also make frequent oral presentations to develop their critical thinking skills. Finally, they will produce a number of creative written tasks that display their understanding of the crafting of text and the choices writers make.

Prerequisites: strong academic background in French; true interest in how language works in a variety of contexts; recommendation of teacher.

IB French A: Language and Literature Higher Level

(Grades 11-13, 2 years, 2 credits)

This is a rigorous, two year course studying literature and the effects of language within a variety of non-literary text types, which is an ideal preparation for university/college as the course aims to develop oral, written and visual literacy skills, as well as to encourage independent learning. Students are required to study 6 literary texts in two years and a wealth of non-literary texts all with a specific language and/or communication focus, and there are different forms of internal and external assessments. Emphasis is placed on the development of analytical writing skills, through essay assignments and commentaries on text extracts and poems. Students also make frequent oral presentations to develop their critical thinking skills. Finally, they will produce a number of creative written tasks that display their understanding of the crafting of text and the choices writers make.

Prerequisites: strong academic background in French; true interest in how language works in a variety of contexts; recommendation of teacher.

HL is only accessible for students coming from French 3 and French 4.

Path for IB French as an Acquisition Language

GRADE 10	GRADE 11	GRADE 12
No French French 1	→ IB French Ab Initio 1	→ IB French Ab Initio 2
French 2		
French 3	→ IB French B (1) SL/HL	→ IB French B (2) SL/HL
French 4		

HL is only accessible for students coming from French 3 and French 4.

IB French Ab Initio Standard Level

(Grades 11 – 13, 2 years, 2 credits)

This course is designed for students intending to complete the IB French *Ab Initio* cycle. It includes the learning and practice of grammatical structures and vocabulary, as well as essential exam skills: text-handling, essay-writing and speaking. Texts are used as a means of exploring aspects of French speaking cultures. Students express themselves through oral presentations, debates and class discussions. Short essay writing in communicative context is another important component of the programme. Students are required to sit the IB French *Ab Initio* exam. **The course can only be studied at Standard level.**

Prerequisites: No French; French 1; teacher recommendation.

IB French B Standard Level

(Grades 11-13, 2 years, 2 credits)

This course is designed for students who are taking a language A other than French. The course focuses principally on interactions between speakers and writers of French. Authentic materials are used and students are exposed to language, using written and spoken texts, literary and non-literary. Texts are studied through the lens of both the core issues and the two options. The teaching of appropriate grammatical structures is integrated with the study of texts and acquisition of skills.

- Core: Communication and Media, Global Issues, Social Relationships.
- Options: 2 chosen from: Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology.

Prerequisites: French 2, French 3, French 4.

IB French B Higher Level

(Grades 11-13, 2 years, 2 credits)

This course is designed for students who are taking a language A other than French. The course focuses principally on interactions between speakers and writers of French. Authentic materials are used and students are exposed to language, using written and spoken texts, literary and non-literary. Texts are studied through the lens of both the core issues and the two options.

Students at HL must also study and appreciate two works of literature. The teaching of appropriate grammatical structures is integrated with the study of texts and acquisition of skills.

- Core: Communication and Media, Global Issues, Social Relationships.
- Options: 2 chosen from: Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology.
- 2 works of literature.

Prerequisites: French 3, French 4.

Japanese

Japanese 10

(Grade 10, 1 year, 1 credit)

Students in this course learn important reading, writing, speaking and listening skills in preparation for the IB Japanese course. Students study novels, poetry, drama and critical essays. They learn how to write essays and commentaries.

Prerequisites: Japanese as mother tongue.

IB Japanese A: Language and Literature Standard Level

(Grades 11-13, 2 years, 2 credits)

This is a rigorous, two year course studying literature and the effects of language within a variety of non-literary text types, which is an ideal preparation for university/college as the course aims to develop oral, written and visual literacy skills, as well as to encourage independent learning. Students are required to study 4 literary texts in two years and a wealth of non-literary texts all with a specific language and/or communication focus, and there are different forms of internal and external assessments. Emphasis is placed on the development of analytical writing skills, through essay assignments and commentaries on text extracts and poems. Students also make frequent oral presentations to develop their critical thinking skills. Finally, they will produce a number of creative written tasks that display their understanding of the crafting of text and the choices writers make.

Prerequisites: fluency in Japanese.

IB Japanese A: Language and Literature Higher Level

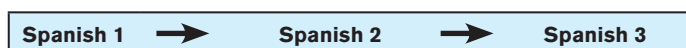
(Grades 11-13, 2 years, 2 credits)

This is a rigorous, two year course studying literature and the effects of language within a variety of non-literary text types, which is an ideal preparation for university/college as the course aims to develop oral, written and visual literacy skills, as well as to encourage independent learning. Students are required to study 6 literary texts in two years and a wealth of non-literary texts all with a specific language and/or communication focus, and there are different forms of internal and external assessments. Emphasis is placed on the development of analytical writing skills, through essay assignments and commentaries on text extracts and poems. Students also make frequent oral presentations to develop their critical thinking skills. Finally, they will produce a number of creative written tasks that display their understanding of the crafting of text and the choices writers make.

Prerequisites: fluency in Japanese.

Spanish

Path for Non-IB Spanish as a Foreign Language



Spanish 1

(Grades 10-12, 1 year, 1 credit)

The course stresses conversation and elementary comprehension. Daily life situations form the basis to practice speaking. Grammar is explained to show the systematic nature of language and is then practiced in context. Reading and writing skills are developed in the context of real life situations, with authentic materials and workbook exercises. Grade 10 taking Spanish 1 will be ineligible to follow the IB Spanish Curriculum.

Prerequisites: none.

Spanish 2

(Grades 10-12, 1 year, 1 credit)

Students learn to read, write, listen and speak. They work with a holistic approach to language learning and have ample opportunities to practice their skills. The present forms, past forms, future, conditional and subjunctive forms of verb tenses are taught using daily, real life situations to obtain oral fluency. Reading short stories contributes to comprehension. Workbooks reinforce grammar. Students are required to present projects.

Prerequisites: Spanish 1.

Spanish 3

(Grades 10-12, 1 year, 1 credit)

In this course, communication skills and advanced grammar are developed. The indicative and the subjunctive tenses are studied. The students will read short stories and are required to write essays. They learn to express their opinions with an appropriate vocabulary. The programme emphasizes the mastery of structure and vocabulary in its development of reading skills and in its introduction of complete selections of Spanish and Latin American literature.

Prerequisites: successful completion of Spanish 2.

IB Spanish as a Foreign Language

GRADE 10	GRADE 11	GRADE 12
No Spanish	IB Spanish Ab <i>Initio 1</i>	IB Spanish Ab <i>Initio 2</i>
Spanish 2		
Spanish 3	IB Spanish B (1) SL/HL	IB Spanish B (2) SL/HL

IB Spanish Ab *Initio* Standard Level

(Grades 11 – 13, 2 years, 2 credits)

This course is designed for students intending to complete the IB Spanish *Ab Initio* cycle. It includes the learning and practice of grammatical structures and vocabulary, as well as essential exam skills: text-handling, essay-writing and speaking. Texts are used as a means of exploring aspects of Spanish speaking cultures. Students express themselves through oral presentations, debates and class discussions. Short essay writing in communicative context is another important component of the programme. Students are required to sit the IB Spanish *Ab Initio* exam. **The course can only be studied at Standard Level.**

Prerequisites: No previous exposure to Spanish.

IB Spanish B Standard Level

(Grades 11-13, 2 years, 2 credits)

This course is designed for students who are taking a language A other than Spanish. The course focuses principally on interactions between speakers and writers of Spanish. Authentic materials are used and students are exposed to language, using written and spoken texts, literary and non-literary. Texts are studied through the lens of both the core issues and the two options. The teaching of appropriate grammatical structures is integrated with the study of texts and acquisition of skills.

- Core: Communication and Media, Global Issues, Social Relationships.
- Options: 2 chosen from: Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology.

Prerequisites: Spanish 2 or Spanish 3.

IB Spanish B Higher Level

(Grades 11-13, 2 years, 2 credits)

This course is designed for students who are taking a language A other than Spanish. The course focuses principally on interactions between speakers and writers of Spanish. Authentic materials are used and students are exposed to language, using written and spoken texts, literary and non-literary. Texts are studied through the lens of both the core issues and the two options. Students at HL must also study and appreciate two works of literature. The teaching of appropriate grammatical structures is integrated with the study of texts and acquisition of skills.

- Core: Communication and Media, Global Issues, Social Relationships.
- Options: 2 chosen from: Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology.
- 2 works of literature.

Prerequisites: Spanish 2 or Spanish 3.

Tutored Languages

IB Tutored Languages A: Literature Standard Level

(Grades 11-13, 2 years, 2 credits)

This course is designed for those students studying for the IB Diploma whose best language is not taught at ISB. Students taking this course must also take an IB English course.

The course teaches students to take a critical approach to literature, to compose literary essays, to comment on literary texts and to develop their creativity about these texts, both in the oral and written forms. It covers the study of several works in poetry, drama and prose by writers from different periods. It also includes the study of three works of World Literature in translation, which leads to an externally assessed essay completed at the end of the first year of the programme. A minimum of eleven texts is required for study over the two years.

In the first year, a member of the English department teaches the World Literature section of the course in English. The remainder of the course is taught in the mother tongue by a school-approved tutor, sometimes outside regular school hours. Students will work independently much of the time. **Please note that this course is offered at Standard Level only.**

Prerequisites: oral and written fluency and recent formal study of the national literature of the language to be studied.

Arts

Artistic possibilities at ISB are vast and various. The depth and breadth of arts experiences are not the only attractive features of these courses. Students have a multitude of possibilities to nurture, develop and perfect their artistic interests. Whether you are a beginning, intermediate or experienced arts student, there's something for you in the Visual and Performing Arts departments.

Visual Arts

Students considering IB Visual Arts are strongly recommended to take an Art course in Grade 9 or 10.

Drawing

(Grades 10-13, 1 year, 1 credit)

Areas covered in this course: Explorations in charcoal, ink, pencil, paint, and mixed media approaches to drawing.

Drawing is a foundation for the Visual Arts, and is highly regarded by all fields of art production and design today. In this class students will learn about the qualities of line, shape, tone, texture, rhythm, composition, space, colour, scale and proportion. Units of work will include, still life, landscape, portrait, figurative and expressive drawing. Students will develop skills and confidence in observation and mark making by exploring techniques and using technology to assist them in reaching their desired goals.

Prerequisites: none.

Graphic Design

(Grades 10-13, 1 year, 1 credit)

Areas covered in this course: Intaglio Printmaking, Digital Photography, Photoshop Manipulation and Design, Story Board and Video Production, Basic Animation, Advertising and Packaging Design.

This course gives students a basic understanding of Design and Art elements that link to the production of Visual Media. Students will get the opportunity to investigate time based media (video/animation), and various techniques of image production, through printmaking, computer graphics and digital Photography. There are units on mass production and repetition, story boards and graphic novels, video production, advertising and packaging and Photoshop design. This course is a mixture graphics applied to art making and graphics linked to the consumer world of product design and advertising. It is envisaged that students will develop skills and confidence in creative processes and innovative thinking.

Prerequisites: none.

Studio Art

(Grades 10 – 13, 1 year, 1 credit)

Areas covered in this course: Visual Culture, Contemporary Art, Art History, Drawing, Painting, Digital Photography, Printmaking, Filmmaking, Graphic Manipulation, Textiles, Sculpture, Installation and Performance art work.

Students are encouraged, in this course, to develop concepts and think about the purpose and visual impact of their work. Studio Art is designed to give students a broad experience of diverse and contemporary art practices that will enable them combine, juxtapose, deconstruct, reconstruct, and invent original forms of visual expression. Students will be given instruction in the use of varied media that include acrylic and oil painting, watercolours, pastels, collage, digital manipulation, film making, printmaking, textiles, sculpture, performance and installation art in order that they may effectively express their ideas in innovative visual forms. An emphasis will be placed on the development of investigative skills, in order to better prepare students who are considering studying IB Visual Arts. Students will investigate art works and visual culture to better understand a broad cross section of ideas that underpin making art, draw upon personal experiences, develop historical awareness and broaden cultural understanding. Arts Students are required to keep an investigation workbook for documenting project and ideas development.

Prerequisites: none.

Textile Design and Fashion

(Grades 10-13, 1 year, 1 credit)

Areas covered in this course include: fabric printing, textile printing, dyeing methods such as batik and silk painting, research into new fibres, basic garment construction techniques using recycled materials, hand stitching and machine sewing, fashion drawing and millinery.

This design focused course is structured to offer students an introduction to various textile processes such as dyeing, printing and painting as well as an understanding of new fibres, garment construction and fashion studies. Each unit will be based around the Design Cycle, a process that focuses on a client need, research and development, production and finally assessment.

The students will gain a sense of what it may be like to work in the design industry. Projects will be balanced between research and practical tasks and final portfolios will include an Investigation Workbook drawing and designs, written tasks and textile samples and works. Students will have multiple opportunities to showcase their work in the spring. Assignments are set to encourage individual creativity while learning textile skills and the process of design.

Prerequisites: none.

Web Design

(Grades 10-13, 1 year, 1 credit)

Web Design is a practical, hands-on introduction to a range of technologies used by programmers and designers on the Web. After a global overview that helps identify the various components of web technology, students explore essential HTML tags, server-side programming using PHP, interaction with a database through SQL, formatting with CSS, and client-side action in JavaScript. The course also introduces the basics of relational databases. Hands-on class activity is central to this course, and a large percentage of class time is invested in practical exercises and in developing small projects. Because projects are individualized, students with all levels of experience, including no experience at all, are welcome.

Web Design can count as either Science & Technology or Art credit.

Prerequisites: none.

IB Visual Arts Standard and Higher Level

(Grades 11-13, 2 years, 2 credits)

This course incorporates 2 main components: Studio work and the Investigation Workbook. Over the 2 year program Studio Work is supported by the Investigation Workbook where students have opportunities both for structured learning of the elements and principles of art as well as for wide-ranging personal research. The first year of the course is structured by art faculty and skills based. In the second year, the students start to develop their own work from their thinking and ideas. We organize three museum visits to the major European art collections during the course. This is an important part of the course and serves as inspiration as well as basis for research. Studio work is intended to be experimental and investigative and must show development and perseverance. Each student must produce an Investigation Workbook in support of ideas and concept development, illustrating and documenting experimentation and discovery. At the end of the two year course, the students will prepare an exhibition of their own studio work and will discuss this with an outside examiner. Students taking this course at Higher Level are expected to produce more work with greater depth and breadth and therefore, spend a greater number of hours on the research and practice than those students studying the course at Standard Level.

Prerequisites: an Art course is strongly recommended in Grade 9 or 10.

Performing Arts

Theatre Arts

Theatre Design and Technology

(Grades 10-13, 1 year, 1 credit)

This course introduces students to the ideas, tools and materials required to design and construct theatre scenery and props. The course will also focus both on design and the creative process that goes into live performance and on the hands-on production realisation: project-based construction and painting, lighting, sound and video. Set and lighting design will be explored through film and photographs. Drawings and models will be examined and created as we follow a path from concept to the reality on stage. The class will learn to function as a stage crew through practical experience on the ISB stage. The course will also introduce a basic understanding of lighting and sound for the stage. Crew participation with hands on experience in at least one after-school evening event in the ISB Theatre is required to achieve top marks in this course.

Prerequisites: Permission of teacher and interest in project-based construction, design, sound and lighting.

Theatre Practice and Performance

(Grades 10-13, 1 year, 1 credit)

In this course students have the opportunity to experiment with a wide range of performance practices. The student will develop the ability to interpret, evaluate and reflect on dramatic forms through their practical experience with various drama structures. The student will participate in improvisation work, movement and voice work, story-telling, character development, and scene study work. The students will be required to keep a written reflection portfolio. The main project in the course will be the development of a piece of theatre, which they will perform to either Elementary or Middle School students sometime in March. They will be required to attend two after school rehearsals to prepare for the performance. They will also assume technical theatre and production responsibilities during the performance projects.

Prerequisites: none.

IB Theatre Arts Standard and Higher Level

(Grades 11-13, 2 years, 2 credits)

The course provides students with an introduction to experiences in a variety of theatrical areas from which they can acquire practical and intellectual knowledge of the theatre arts, and in the process develop confidence in their collaboration, presentation and research skills. They will learn about elements of performance, through learning about various theories and techniques of acting; directing, script analysis, movement and voice work, improvisation and devised work. The student will also learn about the principles and practices of technical theatre production through the design and creation of set, costumes, lights and sound. They will learn about World Theatre, incorporating practical class work with various written projects. Students will be required to work as actors, directors and technicians at various times. They are expected to collaborate with classmates, do written research projects, pitch ideas, devise original work, present orally, and keep a production journal analysing and reflecting on their growth and development as a theatre maker. Students are expected to attend a three day symposium in London where they will see a variety of professional productions and participate in seminars, and workshops which will be used as a common reference point throughout the two year course. The cost of the symposium is included in the school fees. This is an academic course with a high degree of practical work.

Prerequisites: none.

Music

High School String Orchestra

(Grades 10-13, 1 year which can be repeated, 1 credit)

Students will concentrate on mastery and performance of string repertoire. Advanced scales, bow techniques, string techniques, ensemble playing and musicianship development will also be incorporated. All styles of music will be played including classical, jazz, pop, fiddle and blues. Electric string instruments may be used as well. Students in the ensemble are eligible to audition for the International Honour Orchestra.

Prerequisites: four years of experience playing a stringed instrument or permission of teacher.

Digital Music

(Grades 10-13, 1 year which can be repeated, 1 credit per year)

This course is for students with an interest in composition and performance using keyboard synthesizers and computers. An understanding of basic keyboard skills and music theory is not necessary as these concepts will be covered throughout the course. Many styles of music will be explored.

Prerequisites: none.

Choir

(Grades 10-13, 1 year which can be repeated, 1 credit per year)

This course is designed to introduce students to a wide variety of vocal music. Pop, jazz, spirituals, music from musicals, world music and selections from the classical repertoire to name a few will be explored and performed. Students will be expected to participate in at least two concerts during the year. Students will learn proper breathing and vocal technique and basic music sight-reading skills. Singers will also learn, practice and perfect performance skills while exploring the choral arts.

Prerequisites: none.

Symphonic Band

(Grades 10-13, 1 year which can be repeated, 1 credit per year)

Ensemble playing will focus on developing advanced musicianship and music literacy. Concerts and selections will explore a variety of musical styles to include classical, jazz, and popular music. Students will study lessons in music theory and apply this theory to the repertoire. Participation in performances throughout the year both on and off campus is also an integral part of the band programme. Band members provide their own instruments except in the case of some large instruments i.e.: tuba, baritone sax, etc. Participation in the Symphonic Band makes a student eligible to audition for the International Honor Band and Solo and Ensemble festivals.

Prerequisites: at least 3 years of experience playing a wind, brass or percussion instrument or teacher permission.

IB Music Standard/Higher Level

(Grades 11-13, 2 years, 2 credits)

The course is designed to introduce the student to the theoretical, historical, analytical, compositional and performance aspects of Western and non-Western music. The curriculum consists of required hours of classroom study as well as performance and/or compositional studies.

Standard Level students choose solo performance, or composition/creating options.

Higher Level students must choose the solo performance option and the composition/creating option.

Prerequisites: some prior music experience, though not necessarily at an advanced level, and permission of the teacher.

Physical Education/Health

Health

(Grade 10 requirement)

This course focuses on the interrelationship between the way we live our lives and our level of wellness. The goal is to help students make informed and positive choices regarding their health. Topics covered include first aid (Red Cross certification), mental health and human sexuality. Assessments include written and practical tests and projects and presentations.

Physical Education

(Grade 10 requirement)

This is the physical education component of the course and includes both individual and team sports. Students will participate in the following activities: mountain biking, rock climbing, fitness/weight training, orienteering and a number of ball and field sports. Assessment is based on skill achievement and improvement plus active and positive engagement.

Students receive one credit after completing both Physical Education and Health successfully.

Sports Management/Physical Education

(Grades 11-13, 1 year, 1 credit)

The focus of the sports management class is on opportunities and careers in the sports industry. Students will investigate and understand the different skills sets necessary for different jobs in the industry and prepare to work in community sports programmes. Assessment is project based.

The Physical Education component of the class will include both team and individual sports and activities. Assessment is based on skill achievement and improvement plus active and positive engagement.

Students receive one credit after completing both Physical Education and Sports Management successfully.

The Learning Support Programme

The High School Learning Support Programme is designed to provide structured support to students with diagnosed learning difficulties. Student support is provided either through direct instruction or indirect monitoring, based on level of student need.

Models of direct support include regularly-scheduled resource classes and co-taught mainstream classes. Monitor students have access to classroom and testing accommodations. All accommodations and decisions about level of learning support offered are based on the recommendations of a professional evaluation.

Students enrolled in the resource class develop an understanding of their own learning profile, develop areas of talent, and focus on building their strengths while targeting specific, compensatory learning strategies to remediate underlying skill deficiencies. Balanced with this skill work, students also receive re-teaching and revision support of the content of their courses, as necessary.

Anyone may refer a student who they believe is a legitimate candidate for learning support in the high school by contacting the Student Study Team with their concerns. Following a formal referral process, students may be referred for a professional evaluation to determine if the student has a learning disability and is eligible for learning support.

The progress of students receiving learning support is reviewed regularly based on progress towards student-generated ILP goals. As the ultimate goal is independent learning, students may be released from the support programme following appropriate academic achievement and case manager recommendation.

Wilson Reading

This course is only available to students who qualify based on professional evaluation. In addition, this course must be recommended by a student's current Learning Support Case Manager.

The Wilson Reading System is a highly-structured research-based program which teaches the structure of language in a systematic, multi-sensory way; it specifically targets phonemic awareness, phonics, vocabulary, fluency, and comprehension. As such, this program remediates significant deficits in reading (decoding and fluency) and spelling to increase student access to all curriculum areas.

This is a pass/fail credit-bearing course.

Other

Theory of Knowledge

(Grades 11-13, 2 semesters, 1 credit)

The Theory of Knowledge is a required course for full IB diploma students, but it can also be taken as an elective by any 11th or 12th grade student. The course focuses on two questions: How do we know what we know? And how do we know it is true? These questions are used to look at six of eight Areas of Knowledge (Art, Ethics, The Natural Sciences, The Social Sciences, Math, History, Religion and Indigenous Knowledge) and they are analyzed through four of eight Ways of Knowing (Perception, Reason, Language, Emotion, Memory, Imagination, Faith and Intuition). By the end of the course, students must write a 1600-word essay on one of the six prescribed essay titles given out by the IB, graded externally by an IB examiner, and they must do at least one oral presentation, graded internally by their instructor. (This course counts as a humanities credit for the ISB Diploma).

Prerequisites: the course is required for full IB diploma candidates but is open to any Grade 11 – 13 student on teacher recommendation.

Théorie de la Connaissance (Theory of Knowledge in French)

(Grades 11-13, 2 semesters, 1 credit)

See course description above.

Prerequisites: TOK is required for full IB diploma candidates but is open to any Grade 11 – 13 student on teacher recommendation.

The course will be offered in French if sufficient student enrolment is achieved.

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High School String Orchestra	26	Symphonic Band	27
Humanities	4	T	
		Textile Design and Fashion	25
I		Theatre Design and Technology	26
IB Biology	17	Theatre Practice and Performance	26
IB Business Management	14	The Learning Support Programme	4
IB Chemistry	17	Théorie de la Connaissance (Theory of Knowledge in French)	28
IB Computer Science	18	Theory of Knowledge	28
IB Design Technology	18	V	
IB Dutch A: Language and Literature	19	Visual	4
IB Dutch B	20	W	
IB Economics	15	Web Design	17/25
IB English A: Language and Literature	11	Wilson Reading	28
IB English A: Literature	10		
IB English B	11		
IB Environmental Systems and Societies Standard Level	18		
IB French <i>Ab Initio</i> Standard Level	22		
IB French A: Language and Literature	21		
IB French A: Literature	21		



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everyone included, challenged, successful

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