



High School Course Description

2010 - 2011



Contents

This booklet contains information about academic choices, course load requirements, counselling services, resource teaching, 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

We are deeply committed to our mission of developing Independent Learners and International Citizens. In order to achieve this, and as a complement to our academic programme, we run a well-designed Advisory Programme.

This programme develops learning skills, such as information management, note-taking, teamwork, leadership, organization, goal-setting, in a small group setting. It is also the umbrella organization for a range of other important activities such as the CAS programme (see below).

All students and teachers participate in Advisory. They are grouped in broad interest groups, from which the individual Advisory Groups are composed. 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.

CAS: Creativity, Action & Service

CAS is a fundamental element of the High School programme and is a graduation requirement for every ISB student. The emphasis of CAS is on experiential learning and students are expected to be involved for the equivalent of approximately three hours per week throughout grades 10 through 13. 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.

- ACTION does not necessarily restrict itself to expeditions, sports or physical training, but might also include the carrying out of creative and service projects.

- SERVICE does not mean exclusively social service, but should include 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. Also, at least half of a student's CAS work must be done on campus.

The students' CAS activities 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 activities 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 the sole organizer in collaboration with an adult supervisor.

Any question regarding CAS should be addressed to: Danielle Kindree at: kindreed@isb.be or Colette Schoune at: schounec@isb.be.

Guidance Services

Our counsellors promote academic, personal and social development of all students and provide assistance in selecting courses, applying to university, career planning, and personal adjustment through the use of individual and small group counselling sessions.

Information is also made available to students and their parents through evening meetings and The Counsellors' Corner, a monthly newsletter.

For further information and appointments:

Telephone: 02/661.42.68

Fax: 02/661.42.65

Email: ouananiy@isb.be

Course Offerings

<p>English</p> <ul style="list-style-type: none"> • English 10 • English 11 • English 12 • AP English Literature & Composition • IB English A1 • IB English A2 • IB English B 	<p>Maths</p> <ul style="list-style-type: none"> • Math Topics • Math Topics - Geometry or Algebra • Algebra 2 • Algebra 2+ • Algebra2/Trigonometry • AP Statistics • AP Calculus • IB Mathematical Studies • IB Mathematical Standard • IB Mathematics Higher 	<p>ELD</p> <ul style="list-style-type: none"> • ELD A – Intensive • ELD B1 – Intermediate • ELD B2 – Intermediate • ELD C – Advanced • ELD Science • ELD Social Studies B1 • ELD Social Studies B2
<p>Science</p> <ul style="list-style-type: none"> • Science and Society • Chemistry in the Community • Practical Physics • ESPA - Environmental Sustainability through Practical Application • Environmental Science • General Chemistry • General Biology • General Physics • AP Biology • IB Chemistry • IB Physics • IB Biology • IB Environmental Systems and Society (SL only) 	<p>Humanities</p> <ul style="list-style-type: none"> • World Regional Studies • World Regional Studies in French • Peace and Conflict Studies • AP United States History • AP European History • IB History • IB Geography • IB Business and Management • IB Economics • IB Information Technology in a Global Society (ITGS) (HL only) 	<p>The Learning Support Programme</p> <ul style="list-style-type: none"> • Resource <p>Special Education</p> <ul style="list-style-type: none"> • Community & Citizenship Studies • Electives in Special Education • Home Management • Personal Care: PE/Health • Prep for Working Life • Information, Communication & Technology
<p>Languages</p> <p><u>Foreign Languages</u></p> <ul style="list-style-type: none"> • French 1 • French 1b • French 2 • French 3 • French 4 • French 10, Second Language • IB French B • IB French A2 • Spanish 1 • Spanish 2 • Spanish 3 • IB Spanish B <p><u>Mother Tongue</u></p> <ul style="list-style-type: none"> • French 10 • IB French A1 • Japanese 10 • IB Japanese A1 • Dutch 10 • IB Dutch A1 • IB Tutored Languages A1 (SL only) 	<p>Arts (Visual & Performing)</p> <p><u>Visual</u></p> <ul style="list-style-type: none"> • Drawing • Graphic Design • Studio Art • Textile Design and Fashion • Visual Culture • IB Visual Arts <p><u>Performing</u></p> <ul style="list-style-type: none"> • Dance • Theatre Design & Technology • Theatre Practice and Performance • String Orchestra • Digital Music • Choir • Symphonic Band • IB Theatre Arts • IB Music 	<p>Design Technology</p> <ul style="list-style-type: none"> • Web Design • Computer Programming <p>Health/ Lifeskills</p> <ul style="list-style-type: none"> • Health/ Lifeskills • Sport Management/Physical Education (PE) <p>Theory of Knowledge</p> <ul style="list-style-type: none"> • IB Theory of Knowledge • IB Theory of Knowledge in French <p>Advisory</p> <p>CAS</p>

Section I : Choosing Your Programme of Learning

Dear Parents and Students,

We are pleased to present the Course Description Booklet for 2010/11, your comprehensive guide to our High School Programme.

Our programme is built on the cornerstones of Academics, Arts, Athletics and Advisory. Naturally, the focus of this booklet is on the curricular courses, but each student's ISB experience will comprise a balance among these different strands. 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 her or him towards:

- The ISB High School Diplomas, either Academic or General, both of which are rigorous programmes that may include a combination of internally assessed courses, individual International Baccalaureate (IB) certificates and/or Advanced Placement (AP) courses, together with a compulsory creativity, action and service (CAS) programme.
- The International Baccalaureate Diploma, 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.
- An Individual Diploma, for those with particular learning needs, which includes the ASDAN Lifeskills programme and a CAS programme.

Pre-requirements and descriptions of all courses are outlined in this booklet. A few practical points to bear in mind:

- 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 counseling 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
High School Head
bolsterf@isb.be

Section II : Academic Choices

Annual Course Load Requirements

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

-In exceptional circumstances, dropping or adding a course may be possible during the first week of each semester, but the request is dependent upon academic considerations and class size.

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

-Exceptions to the one-week limitation on changes may be made in cases where a faculty member has determined the necessity for a change in course level. Otherwise changes will be reflected in the student's transcript.

-The school reserves the right to transfer students between course sections to ensure an optimal learning environment in each class. Though this is infrequent, it may occur at the beginning of the semester.

The ISB Diplomas

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

Overview & Requirements:

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 AP and/or 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)
- 3 credits of mathematics (including Algebra 2 or more advanced)
- 3 credits of same foreign language or 4 credits of two foreign languages
- 3 credits of history/social science
- 3 credits of science
- 2 credits of arts (or two years' equivalent)
- 5 credits of electives or additional credits in the disciplines listed above

[Minimum cumulative 2.0 Grade Point Average (C)]

Students transferring to ISB in their final year will be assessed on an individual basis.

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

The ISB General Diploma

Overview & Requirements:

The General Diploma, requiring 19.5 credits, offers a full range of college preparatory subjects and also provides a sound academic background for those students intending to explore further education options in contexts other than on the college or university campus. While qualifying a student for admission to most colleges and universities in the United States, 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 fulfill 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 19.5 credits (from grade 9 to 12)

4 credits of English (1 beyond ELD)

2 credits of mathematics

2 credits of science

2 credits of history/social science

2 unit of arts (or two year's equivalent)

7.5 credits of electives or additional credits in the disciplines listed above

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 (divided into two half credits). Students arriving with some secondary school years in a non-American system will normally be awarded a minimum of six credits per year of previous study. 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 study a variety of life skills and targets that have been established in their predetermined goals and transition plan. Students with cognitive and developmental disabilities have the right to access an ISB education until age 21 (as in many national systems).

The Special Education programme is a programme with a functional life skills basis for students with educational challenges. Each student in the Special Education Programme has annual educational goals. These are determined collaboratively by a team consisting of an administrator, teacher, speech therapist, parents, the student, and in some cases additional support professionals who work with the student. Goals are set in the areas of functional academics, life skills, and vocational skills. All students are involved in on-campus job experiences. The introduction of the Employability qualification for returning seniors will also allow students to gain job skills through off campus work experience.

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 counselling through this process is given so that each student can find the right match for post-secondary experiences. ISB incorporates the ASDAN curriculum as a means of standardizing expectations in other international contexts.

ASDAN is a pioneering curriculum development organization and an internationally recognized awarding body, which grew out of research work at the University of the West of England in the 1980s. It offers a wide range of curriculum programmes and qualifications for all abilities, mainly for students 11–25 years old.

ASDAN programmes and qualifications blend activity-based curriculum enrichment with a framework for the development, assessment and accreditation of key skills and other personal and social skills, with emphasis on negotiation, co-operation and rewarding achievement.

As part of his or her programme, a student can choose to take one or more of the following modules for an internationally recognized certificate. Each module is offered at three different levels.

Transition Challenge - Independent Living Skills, Self-Advocacy, Positive Self Image, Personal Development and Personal Autonomy

Towards Independence - Creative studies, Cultural Awareness, Independent Living Skills, Leisure/Sport/ Recreation, Personal Development/ Citizenship and work Related Skills.

Certificate in Life Skills - Personal Care, Community, Citizenship, Home Management, Preparation for Working Life, and Technology.

Employability - The Level 2 and Level 3 qualifications aim to help learners develop employability skills within occupational settings (on an off ISB campus), allowing them to build on their employability skills and acquire transferable skills that will help them progress in their current situation and in the wider world of work.

International Baccalaureate Diploma Programme (IBDP)

This diploma is a rigorous, 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. Language A1 (best academic language)
2. Language B, Language A2 (foreign language or bilingual language)
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.

N.B. Students not wishing to pursue the full IBDP may select individual IB courses within their ISB Diploma. These are officially known as “IB Certificates” 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. Currently there are over 1350 affiliated schools in 113 countries; over half of these schools are in the USA and Canada.

In the United States, some universities offer second-year standing to holders of the IB Diploma or give university credit for satisfactory passes in individual courses. In Texas for example, holders of the IB Diploma are automatically granted 2nd year status in all state and private universities by state law. In Canada, the province of Ontario recognizes the IB Diploma for exemption from any further secondary school requirements.

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.

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

Advanced Placement Programme®

The Advanced Placement Programme® is a cooperative educational endeavour between secondary schools and colleges and universities. Since its inception in 1955, the Programme has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the Programme not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. Through external examination at the completion of a year-long course, students may be eligible for advanced standing and/or credit at over 3000 colleges and universities in the United States and Canada.

Institutions of higher education which are selective in their admission process tend to look favourably upon applicants who have undergone the challenge of AP courses, and consider them well-prepared for the rigors of college-level work. Since the demands of AP courses exceed those of regular course offerings, students should seek the recommendation of their prior teachers to help determine readiness. Students enrolled in AP classes must take AP examinations in May for which there is an extra charge. Approximately 300 world-class universities internationally accept AP grades in the admission process.

English Language Prerequisite for AP/IB

It is very important that a student possesses 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 AP or IB courses, he or she will be tested. Students for whom English is not their first language must have reached at minimum ELD C level to take AP or IB courses.

For further information concerning participation in the AP or IB programmes, including information on the examination fees, please consult with the IB coordinator, telephone: 02/661.42.45, ibprogram@isb.be.

Senior Year Minimum Pass Requirement

If a student fails more than one course with an F in the senior (12th -13th grade) year, he/she is not eligible for an ISB Diploma, even though the required 23 credits for the Academic Diploma or 19 ½ credits for the General Diploma may have been reached. Students falling below the minimum 2.0 (C) average in their senior year are not entitled to an Academic Diploma.

Certificate of Attendance

Students who do not meet the requirements for an ISB Diploma may request a Certificate of Attendance, which will indicate the dates of attendance and the courses successfully completed. Application for the certificate should be made three weeks prior to the end of the student's studies at ISB.

Section III : Course Descriptions

English Language Development (ELD)

[Former designation for this department and its courses: English as a Second Language (ESL)]

The High School offers a series of courses for students entering ISB without a full command of English. These students will be given a placement test at the time of their entrance into the high school, and on the basis of the results, will be placed in one of three levels for intensive work to perfect their English.

Level A is intended for beginners and near-beginners. Students will have three periods per day of intensive study in English Language Development, taught by specialist ELD teachers in very small classes. In addition, they will have one class each day in a special social studies class and another class in a special science course. They will take an appropriate mathematics course and may also take electives such as PE/Health, art, computer studies or music. Most students will need one year to complete the work at this level and progress to a higher level in the ELD programme.

Level B is intended for intermediate-level students, and is offered at two levels, B1 (lower intermediate) and B2 (higher intermediate). Students will have two periods per day of study in English Language Development and one period per day of social studies. They will also take appropriate mathematics and science courses and electives. Most students will need one year to complete work at this level but it is possible that some may continue for an additional semester or year of work at Level B.

Level C is the ELD advanced level. In this course students will have one period per day of study in English Language Development. In addition, students will take a mainstream English and history course, mathematics and science courses, and choose from electives to complete their programme of study. In part, the ELD C class is meant to supplement and reinforce the work being presented in mainstream classes. Most students will continue at level C for one year, but some may leave the ELD programme at the end of one semester.

ELD students may qualify to enter the IB programme with a total ELD Placement Test score of 70% and entry into the ELD C level. The ELD Placement Test is given three times during the course of the school year as a means of evaluating the continuing progress of all the students in the programme. ELD students qualify to exit the programme when they achieve an overall test score of 85%.

In general, students in the ELD A (beginning) level will not take another foreign language, but those working at ELD Levels B and C may qualify to take courses in languages with which they are already familiar.

English Language Development A (Grades 10-12, 1 year, 1 credit)

This intensive course is intended for beginners and near-beginners, and will introduce and review all the basic structures

and vocabulary up to the intermediate level. Students meet in very small classes taught by specialist ELD teachers. Although strong emphasis will be placed on students' spoken English, attention will also be given to vocabulary acquisition and use, the essential points of English grammar, reading comprehension and writing skills. Regular assignments and homework, tests and semester and final examinations will be given.

Prerequisites: an ELD Placement Test score of less than 60% or equivalent; teacher recommendation.

English Language Development B1 and B2 (Grades 10-12, 1 year, 1 credit)

This intensive course is designed for students who have an intermediate level of English. It aims 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 literature and elements of literary analysis through a selective reading programme. They also study current topics to practice more complex structures, extend vocabulary and improve listening comprehension and writing skills. Regular assignments and homework, essays, tests, and semester and final examinations will be given.

Prerequisites: an ELD Placement Test score of 60%-70% and completion of ELD A or the equivalent; teacher recommendation.

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 and research skills. TOEFL and SAT English test-taking skills and strategies are included as an essential component of the course of study. The ELD C course also serves as a direct support for the student's mainstream English and History courses. Regular assignments and homework, tests, quizzes and essay and research projects will be given.

Prerequisites: an ELD Placement Test score of 70% or above and completion of an ELD B level course or the equivalent.

ELD Social Studies B1 (Grades 10-12, 1 year, 1 credit)

This intensive course introduces the student to the basic vocabulary of the social sciences, using geography as a starting point. Students will study maps and geographical place names, basic relief features, and political, social and historical geography, laying the foundation for the more comprehensive study of history in the following years. Areas viewed in some detail

include North America, Western and Eastern Europe, Africa and Asia. Regular assignments and homework, essays, tests, and semester and final examinations will be given.

Prerequisites: an ELD Placement Test score of less than 60%; teacher recommendation.

ELD Social Studies B2

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

This course is based on the High School Humanities department 'World Regional Studies' curriculum, modified for the purpose, and covers at least two of the following regions: Latin America, the Middle East, India and the Far East. Each of the units will examine the history, culture, geography and politics of the region. Current news events are discussed as they relate to the units studied. Regular assignments and homework, tests, and semester and final examinations will be given.

Prerequisites: an ELD Placement Test score of 60% - 70%; ELD Social Studies A or equivalent; teacher recommendation.

ELD Science

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

This course gives the students a broad understanding of the key themes in physics and chemistry. Topics studied include mechanics, electricity, matter properties and changes in matter. Emphasis will be placed on establishing a basic science vocabulary and the development of problem solving and practical skills of science and scientific method and thought. This course provides a foundation for further study in science courses such as IB Physics and IB Chemistry.

Prerequisites: Algebra I; teacher recommendation.

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 genres which span several centuries.

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 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. 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. Students are required to keep a portfolio of their work which acts as a showcase for their grade 10 teacher and also for their grade 11 teacher in the following year. Students are expected to use IT responsibly and selectively, both in and out of the classroom, to aid meaningful learning.

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

AP English Literature & Composition

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

This is an honours-level comprehensive literature course that prepares students for the AP English Literature and Composition Examination. Students are required to read, analyse and write about a variety of novels, plays, poems and prose works typical of the periods from 16th to 20th centuries.

Prerequisites: successful completion of 10th grade English and recommendation of teacher. Due to the knowledge and skills required, we strongly advise students wishing to take this course to do so in grade 12 or 13.

English 11 and English 12 Higher & Standard Level

(each 1 year, 1 credit)

Although these have been designed as two independent courses, one for grade 11 only and one for grade 12 only, they will be run as a sequential two year course which has clear links with the common ground ISB curriculum: '*understanding the human experience and developing the capacity for empathy, perspective and self knowledge*'.

English 11

This course refers back to and builds on the skills developed in grade 9 and grade 10 English courses and will focus on all four Language Arts. Students will explore a variety of media and text types, literary and non literary, with a view to constructing meaning based on context. Units will include text types, journalism, new media, and writing for children. As well as studying the power of language as demonstrated by other writers, the course will also offer strategies to help students develop as writers themselves. There will be opportunities to write for both internal and external publication. Assessment will include a variety of written and oral tasks, plus at least one in-depth study of a particular genre.

This course will be offered at both Higher and Standard level and students will be placed according to both teacher recommendation and the student's own work ethic.

N.B. It is possible to take English 11 as a preparation for AP English Literature and Composition.

Prerequisites: successful completion of 10th grade English or a level of ELD C.

English 12

This course follows on from the Grade 11 English course and will continue to develop higher level skills in literary analysis. Students will explore a variety of media and text types including drama, prose, poetry, cinema, advertising, speeches and travel writing. While this course will allow students to develop creative writing skills, they will be also be assessed on analytical writing, oratory skills and a research portfolio.

This course will be offered at both Higher and Standard level and students will be placed according to both teacher recommendation and the student's own work ethic.

Prerequisites: successful completion of 11th grade English or a level of ELD C.

IB English A1 Standard Level

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

Last entry point September 2010, to be replaced by new syllabus next academic year.

This is a rigorous, two year literature. All students are required to take the IB exam after completing the two year course. Considerable emphasis is placed on the development of analytical writing skills, with frequent essay assignments and literary commentaries on text extracts and poems. Students make frequent oral presentations and analyses to the class. They are required to study eleven texts and complete one World Literature essay. They are further 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, recommendation of teacher.

IB English A1 Higher Level

(Grades 11– 3, 2 years, 2 credits)

Last entry point September 2010, to be replaced by new syllabus next academic year.

This is a rigorous, two year, honours level literature. All students are required to take the IB examination at the end of the two years of study. Emphasis is placed on the

development of analytical writing skills, with frequent essay assignments and literary commentaries on text extracts and poems. Students also make frequent oral presentations and analyses to the class. They are required to study fifteen texts at HL and complete two World Literature assignments. They are further required to read and respond to a major work during the summer preceding each year of the course and also prepare their second World Literature Essay in the summer between the first and second years of study.

Prerequisites: strong academic background in English, recommendation of teacher.

IB English A2 Standard Level

(Grades 11–13, 2 years, 2 credits)

Last entry point September 2010, to be replaced by new syllabus next academic year.

This course is designed for students who are taking a language A1 other than English but who are nearly bilingual. The course involves the study of a variety of challenging texts via two literary options and one cultural option. The texts include some literature but also a variety of other kinds of prose e.g. newspaper articles and editorials, diary extracts, advertisements etc. Upon successful completion of this course students can earn the IB Bilingual Diploma.

Prerequisites: students must be out of ELD for at least 5 years, recommendation of teacher.

IB English A2 Higher Level

(Grades 11–13, 2 years, 2 credits)

Last entry point September 2010, to be replaced by new syllabus next academic year.

This course is designed for students who are taking a language A1 other than English but who are nearly bilingual. The course involves the study of a variety of challenging texts via two literary options and two cultural options. The texts include some literature but also a variety of other kinds of prose e.g. newspaper articles and editorials, diary extracts, advertisements etc. Upon successful completion of this course students can earn the IB Bilingual Diploma.

Prerequisites: students must be out of ELD for at least 5 years, recommendation of teacher.

IB English B Standard Level

(Grades 11–13, 2 years, 2 credits)

Last entry point September 2010, to be replaced by new syllabus next academic year.

This course is designed for students who are taking a language A1 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. The teaching of appropriate grammatical structures is integrated with the study of texts and acquisition of skills.

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

IB English B Higher Level

(Grades 11–13, 2 years, 2 credits)

Last entry point September 2010, to be replaced by new syllabus next academic year.

This course is designed for students who are taking a language AI 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. The teaching of appropriate grammatical structures is integrated with the study of texts and acquisition of skills.

Prerequisites: a basic working knowledge of English. Suitable for advanced ELD students.

Humanities

The Humanities Department aims to provide a broad education in the social sciences and to accommodate the variety of abilities and interests among students. The programme is structured as a continuation of work begun in the 9th grade.

World Regional Studies

(Grade 10, 1 year, 1 credit)

This is a required course for all 10th grades students except those in ELD A and ELD B and those recommended for AP American History or AP European History. The course is divided into a History component and a Geography and Economics component. Students will be looking at such questions as: how do economic changes prompt political and social change? What happens when a minority rules a majority? How do people try and change their world through protest, resistance or revolution? In what ways have individuals been a force for change? What impacts have ideals or beliefs on historical developments? How do people forge a common identity? Students will develop skills in source analysis and interpretations, essay writing and presentation.

The Geography/Economics component of the course covers the themes of Development and Interdependence. Through topics such as development, globalization, trade and aid, students examine questions such as: How are resources and economic

power distributed globally? What factors influence economic and social development? How and why do economic and social changes occur? What are the impacts of economic and social change? Students are asked to think critically, analyze historical sources, develop geographical skills and express their analysis and understanding in a variety of forms.

Prerequisites: None

World Regional Studies in French

(Grade 10, 1 year, 1 credit)

See course description above.

Prerequisites: This course is intended as a continuation of the Middle School Social Studies French Immersion Programme. Students new to ISB may be required to take a placement test for admission to this course.

Peace and Conflict Studies

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

This course provides students with an understanding of current issues of peace and conflict on an individual, regional and international level. It explores the causes of aggression, violence and war in the world today and increases understanding of the strategies which can be used to prevent or tackle conflicts. The course should: enable students to think critically about issues of peace and conflict worldwide; enable students to detect bias and stereotypes; encourage students to have an interest into social and international political issues. The topics studied permit students to participate fully in a global society and promote cross-cultural understanding with the aim of contributing to non-violent responses to conflicts in order to create peace. Major topics of study will include concepts of peace, violence and aggression; conflicts over natural resources; poverty and inequality; peacemakers and conditions for lasting peace; the role of international organizations etc. Students are expected to analyze contemporary sources and to express their analysis and understanding in a variety of forms. Assessment will be through participation in class, projects, debates, quizzes and tests.

Prerequisites: World Regional Studies or equivalent.

AP United States History

(grades 11–12, grade 10 by recommendation of Middle School history teacher, 1 year, 1 credit)

This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history from the colonial era to the present. Students will learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship.

Prerequisites: World Regional Studies or equivalent, teacher recommendation.

AP European History

(grades 11–12, grade 10 by recommendation of Middle School history teacher, 1 year, 1 credit)

The course includes an examination of the intellectual and cultural, political and diplomatic and social and economic history of Europe. In addition to providing a basic narrative of events and movements in European history, the goals of the course are to develop an understanding of some of the principal themes in modern European history through the study of key developments and events such as the Renaissance, the Reformation, the Enlightenment, the French Revolution, the Industrial Revolution and the Cold War. An ability to analyze historical evidence and an ability to express that understanding and analysis in writing is essential.

Prerequisites: World Regional Studies or equivalent, teacher recommendation

IB History Standard Level (Peace Making)

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

The course examines the great political, economic and diplomatic issues that have marked European and World history from the causes of the First World War to the collapse of Soviet Communism and the rise of China. Major 20th century themes studied are causes, practices and effects of war, origins and developments of authoritarian and single party states and the Cold War in Asia, Europe and the Caribbean. Students will also study in depth the major developments of the twentieth century such as the rise and fall of the Soviet Union, the Second World War in Europe and the Pacific, the Cold War, the emergence of China and western democratic states' responses to fascism, communism and the recent changing balance of global power. In the second year student are required to submit a substantial research paper on any area of history they wish as an Internal Assessment.

Prerequisites: World Regional Studies or equivalent, teacher recommendation.

IB History Higher Level (Peace Making, History Europe/Middle East)

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

The course examines the great political, economic and diplomatic issues that have marked European and World history from Tsarist Russia to the collapse of Soviet Communism, from the development of the Cold War in Europe to the rise of China. Major 20th century themes studied are causes, practices and effects of war, origins and developments of authoritarian and single party states, challenges and responses of democratic states in Europe and the Cold War in Asia, Europe and the Caribbean. Students have the possibility to study in depth the major topics of the twentieth century such as Nazi Germany, Soviet Russia, the Second World War, Cold War Europe, the Northern Ireland peace process 1967-1990, post Mao China and Eastern Europe from Communism to revolution. In the second year student are required to submit a substantial research paper on any area of history they wish as an Internal Assessment.

Prerequisites: World Regional Studies or equivalent, teacher recommendation.

IB Geography Standard Level

(Grades 11–13, 2 years, 2 credits)

Geography plays an important role in the understanding of contemporary issues. Through the study of various themes covering key global issues, students develop their international awareness and their understanding of the interrelationships between people, places and the environment. Students investigate the way 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 are: Patterns and Change (Populations in transition; Disparities in wealth and development; Patterns in environmental quality and sustainability; Patterns in resource consumption); Hazards and Disasters; Leisure and Tourism or Urban Environments.

Prerequisites: World Regional Studies or equivalent, teacher recommendation.

IB Geography Higher Level

(Grades 11–13, 2 years, 2 credits)

Geography plays an important role in the understanding of contemporary issues. Through the study of various themes covering key global issues, students develop their international awareness and their understanding of the interrelationships between people, places and the environment. Students investigate the way 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 are: Patterns and Change (Populations in transition; Disparities in wealth and development; Patterns in environmental quality and sustainability; Patterns in resource consumption); Hazards and Disasters; Leisure and Tourism; Urban Environments; Global Interactions (The economic, social, political and environmental impacts of globalisation).

Although the skills and some themes are common to both SL and HL students, the HL course covers a greater body of knowledge and requires a greater degree of critical evaluation and synthesis of the concepts.

Prerequisites: World Regional Studies or equivalent, teacher recommendation.

IB Business and 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 interact in a dynamic and increasingly competitive and volatile business and organizational environment. The students will examine how business decisions are made and how these decisions make an impact on internal and external environments. The ideals of international cooperation and responsible citizenship are at the heart of the course.

Emphasis is placed on understanding technical innovation and day-to-day business functions of organizational theory, marketing, human resource management and finance. Students are also

particularly encouraged to 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. The Internal Assessment Component (25% of final grade) can be a Consultation Project and report on a real organization or a Written Commentary 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.

Prerequisites: proficiency in English and good math skills.

IB Business and 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 interact in the dynamic and increasingly competitive and volatile business and organizational environment. The students will examine how business decisions are made and how these make an impact on internal and external environments. The ideals of core strategic thinking, international cooperation and responsible citizenship are at the heart of the course.

Emphasis is placed on understanding technical innovation and day-to-day business functions of organizational theory, marketing, human resource management and finance. Students are also particularly encouraged to 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. The Internal Assessment Component (25% of final grade) is a 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.

Prerequisites: proficiency in English and good math skills.

IB Economics Standard Level

(Grades 11–13, 2 years, 2 credits)

The course provides students with a clear understanding of both macro and micro-economics from an international perspective. Topics covered include resource allocation, market systems, elasticity, national income accounting, inflation, unemployment and fiscal and monetary policies. During the first year students begin compiling their internal assessment portfolio. In the second year the topics studied are free trade, protectionism, economic growth and economic development. Students complete the internal assessment portfolio.

Prerequisites: teacher recommendation.

IB Economics Higher Level

(Grades 11–13, 2 years, 2 credits)

The course provides students with a clear understanding of both macro and micro-economics from an international perspective. Topics covered include resource allocation, market systems, elasticity, theory of the firm, national income accounting, inflation, unemployment and fiscal and monetary policies. In the second year of study the topics include free trade, protectionism, economic growth, and economic development. Students begin their internal assessment in the first year and complete it in the second year.

Prerequisites: teacher recommendation.

IB Information Technology in a Global Society (ITGS) Higher Level

(Grades 11–13, 2 years, 2 credits)

Students study social issues relating to technologies impact on society (cultural, economic, political, environmental, legal, psychological, and historical) and the practical use of computer applications. Topics studied include the impact of robots on manufacturing and society, artificial intelligence, hacking and downloading and copyright law. Students also explore and discuss current topics. *This course is taught at Higher Level only.*

Prerequisites: teacher recommendation.

ELD Social Studies

Please see under English Language Development for course description.

AP Statistics

(Grades 11–12, full year, 1 credit)

This is an introductory, non-calculus based statistics course. Its purpose is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The course has four themes: exploring data, planning a study, anticipating patterns and statistical inference. Students will work on projects. The TI graphing calculator will allow students to focus deeply on the concepts involved in statistics. The course prepares students for the required AP examination in Statistics.

Prerequisites: successful completion of algebra 2 or algebra 2/trig with a grade of B or better or teacher recommendation.

IB Mathematical Studies

(Grades 11–13, 2 years, 2 credits)

Math Studies 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, vectors and financial mathematics. 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.

IB Mathematics Standard Level

(Grades 11–13, 2 years, 2 credits) [1st year may be taken as Precalculus / Trigonometry]

This is a standard two-year high school calculus-based curriculum although the topics also include sequences and series, circular functions and trigonometry, matrices, vectors, statistics and probability as well as differential and integral calculus. The mandatory coursework includes a portfolio of two pieces of work, which counts for 20% of the final grade. The first year of this course is a necessary prerequisite for AP Calculus AB.

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

IB Mathematics Higher Level (Series and Differential Equations)

(Grades 11–13, 2 years, 2 credits)

This demanding two-year course is designed for highly qualified, interested, and enthusiastic mathematics students. The topics include the study of functions, trigonometry, differential and integral calculus, sequences and series, vectors, matrices, complex numbers and probability and statistics. The course also includes a portfolio of two pieces of work, which counts for 20% of the final grade.

Prerequisites: successful completion (B or above) of Algebra 2/Trigonometry.

Design Technology/Computer Studies

The ISB Technology department believes in and practices a methodology of hands-on learning using current software and hardware environments. Real world, contextual problems and practical solutions are the foundation of every technology course.

Web Design

(Grades 10–13, one 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.

Prerequisites: none.

Computer Programming

(Grades 10–13, 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.

IB Information Technology in a Global Society (ITGS)

(Grades 11–13, 2 years, 2 credits)

See Humanities for description.

Science

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 Courses

Science and Society

(Grades 10–13, 1 year, 1 credit)

Science in Society aims to help students understand how science works and to provide them with the skills needed to participate as citizens in debates on topical issues. We therefore develop students' abilities across a wider range of concepts and skills than are employed in most traditional science classes. These include the ability to express an opinion, supported by evidence and to critically evaluate arguments used by others, including media reports. This course aims to provide students with enough scientific knowledge to understand what is happening around them at both a local and global level. The core topics include infectious and chronic diseases, medicines, ethical issues in drug development, transport, radiation, and reproductive choices, (the use of genetic screening, testing and designer babies).

Alongside the core topics, students will be expected to following media coverage of scientific issues and development to discuss in class. Working as part of a team and participating in the class is an integral part of this course. The course will be assessed via personal projects on specific topics, quizzes, tests and participation in class activities and debates.

Prerequisites: none.

ELD Science

Please see under English Language Development (ELD) for course description.

Biology Courses

General Biology

(Grades 10–13, 1 year, 1 credit)

This course provides students with a broad foundation in the principles and methodology of biology. Topics studied include population ecology, biochemistry, cell biology, DNA and protein synthesis, genetics and evolution and animal behaviour.

Prerequisites: none.

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: General Chemistry recommended.

AP Biology

(Grades 11 – 12, 1 year, 1 credit)

The AP biology exam is designed to allow students to demonstrate that they have mastered the equivalent of a two-semester college introductory biology class. The syllabus is divided into three main areas: molecules and cells, genetics and evolution, and organisms and populations. This course requires additional meeting time outside of the assigned class period.

Prerequisites: successful completion of general biology and general chemistry

Chemistry Courses

ChemCom: Chemistry in the Community

(Grades 10–13, 1 year, 1 credit)

ChemCom enhances science literacy through a curriculum that emphasizes the impact of chemistry in society. It is designed for the large number of students who do not plan to pursue science careers or continue on into AP or IB chemistry. It avoids the more mathematically and theoretically rigorous sections of chemistry that have less relevance to non-science career students.

Prerequisites: none.

General Chemistry

(Grades 10 – 13, 1 year, 1 credit)

Students are exposed to the fundamental principles of qualitative and quantitative chemistry. Observation and experimentation are emphasized. The principles are developed in a logical way with laboratory work. Theoretical concepts discussed in class are supported by experiments and investigations.

Prerequisites: Algebra I.

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 General Chemistry 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: successful completion of General Chemistry.

Environmental Courses

Environmental Sustainability through Practical Application (ESPA)

(Grade levels 10–13, 1 year, 1 credit)

Credit options – Students can choose from **ONE** of the following: 1 science credit **OR** the ASDAN environmental award **OR** complete course for CAS credit

This course has a firm foundation in environmental/horticultural activities with a dual aspect of social inclusion. Students will monitor and manage the school environment through the means of hands-on outdoor education work. Practical activities will include the continuation of waste reduction strategies, and the growth of herbs and vegetables to demonstrate sustainability.

The course will offer students the opportunity to set up and maintain a small business and to run a marketing campaign. In addition, the course will promote social inclusion by providing an opportunity for students with and without learning challenges to work collaboratively focusing on common goals and objectives. Students will learn to work together, and through this interaction strengthen their leadership, independent, social and communication skills. Throughout the year, we will combine recreational, community and service learning projects to develop international citizens that are active in the school and in the wider community.

This course would be useful for students pursuing a career in Education, Health Care, Horticulture, and Business, but most essentially, any field in which collaboration is required.

Prerequisites: none.

Environmental Science

(Grades 10–13, 1 year, 1 credit)

The course begins with the study of the structure and functioning of ecosystems and the dynamics of populations. These understandings are applied to topics such as water as a human resource and the maintenance of bio-diversity. Biomes are studied in the context of the adaptations of their plants and animals. This course is suitable preparation for a continued study of IB Environmental Systems and Societies. Global issues analysed include Acid Rain, Global Warming and Ozone depletion. Projects, debate and data analysis form a significant part of the course.

Prerequisites: none.

IB Environmental Systems and Societies SL

(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.*

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.

Physics Courses

Practical Physics

(Grades 10–13, 1 year, 1 credit)

This is designed to be a non-mathematical, hands-on approach to physics. The course uses experiments and projects to allow students to discover some basic principles of physics. The course is not appropriate for students who may go on to take IB physics.

Prerequisites: none.

General Physics

(Grades 10–13, 1 year, 1 credit)

This course gives students a broad understanding of the key themes in physics, including mechanics, heat, waves and electricity. It provides a solid foundation for AP/IB Physics and offers a stimulating insight into the subject for students who will not study physics further.

Prerequisites: Algebra I.

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: Grade 9 Physics or General Physics; Algebra II/Trig; or recommendation of teacher.

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: Grade 9 Physics or General Physics; Algebra II/Trig; or recommendation of teacher.

Languages

Dutch

Dutch 10

(Grade 10, 1 year, 1 credit)

This course is designed for 10th grade Dutch native or near native speakers with good command of the language. It is ideal for students who would like to reinforce or extend their knowledge of the Dutch language. It promotes insight into the Dutch-Flemish culture and is good preparation for students planning to study IB Dutch. The students 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 and reinforce the skills of grammar and spelling. Students will read a number of novels. Field trips 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: fluency in Dutch.

IB Dutch A1 Standard and Higher Level

(Grades 11–13, 2 years, 2 units)

The focus of study is literary texts. The course develops the students' power of expression and writing skills by challenging them to make oral reports and to write essays and commentaries. Through critical analysis of both literary and non-literary texts, the programme seeks to develop a deeper understanding of the relations between literature and developments in both Dutch and Belgian national history. The programme focuses on relations between Dutch and Belgian literature and European and global developments. Students will also study select works of World Literature. Over the two years of study a minimum of 15 texts will be read by students studying the course at Higher Level, and 11 will be read by those studying the course at Standard Level.

Prerequisites: fluency in Dutch.

French

French I

(Grades 10–13, 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 organize words in structured sentences to produce dialogues, ask questions give information. They will master most verbs in the present tense and will be able to understand the future tense and the past tense.

Prerequisites: none.

French 1b

(Grades 10–13, 1 year, 1 credit)

This class is for false beginner students, those students who have already had one or two years of French. Students will learn how to talk about themselves and their family, how to ask questions and give information. The present, past and future tenses will be revised and vocabulary will be enlarged. Comprehension will be addressed.

Prerequisites: French I or placement test.

French 2

(Grades 10–13, 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.

Students in their last year (Grade 12 or 13) may sit the ISB French Ab Initio at the examination at the completion of this course.

Prerequisites: French 1 or placement test.

French 3

(Grades 10–13, 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.

Students in their last year (Grade 12 or 13) may sit the ISB French Ab Initio at the examination at the completion of this course.

Prerequisites: French 2 or placement test.

French 4

(Grades 10–13, 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: French 3 or placement test.

French 10, Second Language

(Grade 10, 1 year, 1 credit)

This course is designed for 10th grade French near-native speakers with good command of the language. It is ideal for students who would like to reinforce or extend their knowledge of the French language. It promotes insight into the French literature and is good preparation for students planning to study IB French A1 language and literature or IB French Higher Level. This course involves the integrated study of the four language areas: reading, writing, speaking and listening. Students are schooled in the skills that will be most frequently assessed in their High School courses. The students 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.

Prerequisites: fluency in French.

French 10

(Grade 10, 1 year, 1 credit)

This course is designed for 10th grade French native with good command of the language. It is ideal for students who would like to reinforce or extend their knowledge of the French language. It promotes insight into the French literature and is good preparation for students planning to study IB French A1 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 A1 Standard and Higher Level

(Grades 11–13, 2 years, 2 credits)

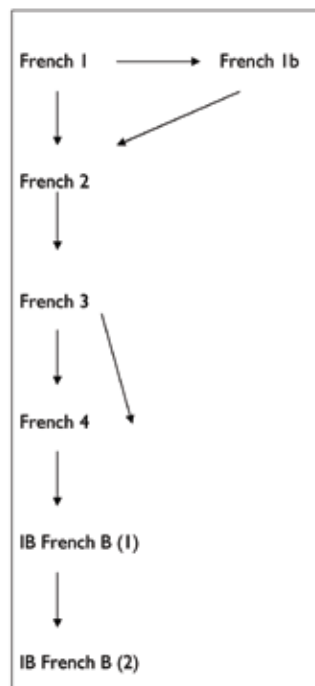
Last entry point September 2010, replaced by new syllabus next academic year.

The course teaches students to take a critical approach to literature, to compose literary essays, to comment on literary texts orally and in writing. The course is for students whose mother tongue is French. It covers works of poetry, drama and prose by French writers from the 17th through the 20th century. It also includes five works of world literature in translation.

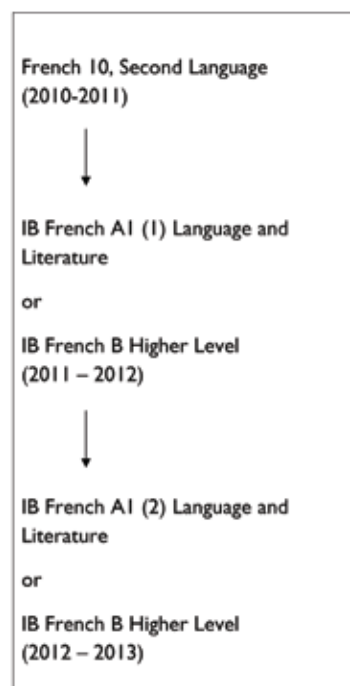
Over the two years of study a minimum of 15 texts will be read by the students studying the course at Higher Level and 11 will be read by those studying the course at Standard Level. Students are required to attend several French theatre productions in Brussels.

Prerequisites: good native speaker proficiency.

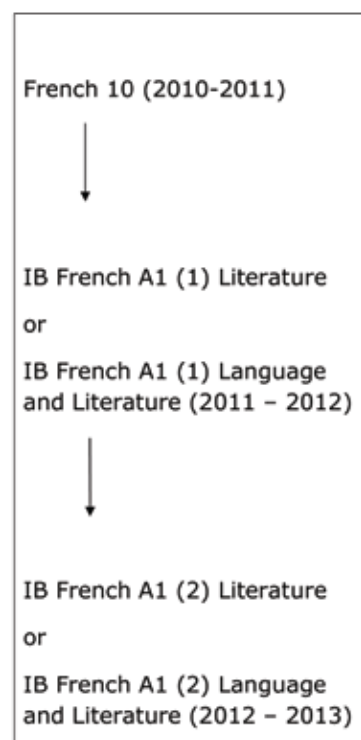
French as a Foreign Language



French as a Second Language



French as a Native Language



IB French A2 Standard and Higher Level

(Grades 11–13, 2 years, 2 credits)

This course is designed for students with a high level of competence in French and can be studied at either Higher or Standard level. Students develop and refine their language skills. In the cultural option, students study language and culture, media and culture, global issues and social issues. Literary and non-literary texts are studied. In the literary option students consider how writers use language and style to present ideas, themes, feelings and attitudes. Students are required to attend several French theatre productions in Brussels.

Prerequisites: fluency in French.

IB French B Standard and Higher Level

(Grades 11–13, 2 years, 2 credits)

The course includes the review of grammatical structures and vocabulary. Texts are used as a means of exploring aspects of French speaking cultures. Students express themselves through oral presentations, debates and class discussions. Essay writing is an important component of the programme. The course can be studied at Higher or Standard level. Students are required to attend some French theatre productions in Brussels.

Prerequisites: French 3 or 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 AI Standard and Higher Level

(Grades 11–13, 2 years, 2 credits)

Students develop their writing skills with the analyses of literary and non-literary works. Students are challenged to write essays, to make oral reports and to analyze the texts in class. The course can be studied at Higher or Standard level.

Prerequisites: fluency in Japanese.

Spanish

Spanish 1

(Grades 10–13, 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.

Prerequisites: none.

Spanish 2

(Grades 10–13, 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.

Students in their last year (grade 12 or 13) may sit the IB Spanish Ab Initio examination at the completion of this course.

Prerequisites: Spanish 1.

Spanish 3

(Grades 10–13, 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.

Students in their last year (grade 12 or 13) may sit the IB Spanish Ab Initio examination at the completion of this course.

Prerequisites: successful completion of Spanish 2.

IB Spanish B Standard and Higher Level

(Grades 11–13, 2 years, 2 credits)

The course includes the review of grammatical structures and vocabulary. Texts are used as a means of exploring aspects of Spanish speaking cultures. Students express themselves through oral presentations, debates and class discussions. Essay writing is an important component of the programme. Students are required to sit the IB Spanish B exam. The course can be studied at Higher or Standard level. It is possible to sit the exam after one or two years of study.

Prerequisites: Spanish 3.

Tutored Languages

IB Tutored Languages AI 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, although an exception may be made where Higher Level is a pre-requisite for University entrance.

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

The 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 beginner, intermediate or experienced student of the arts, there's something for you in the Visual and Performing Arts departments.

Visual Arts

Studio Art

(Grades 10–13, up to 1 year, up to 1 credit)

Areas covered in this course: Drawing Painting, Digital Photography, Silk-Screen Printmaking, Illustration, Collage, Clay and Sculpture

Students are introduced to a wide range of materials and techniques and learn to experiment, construct, de-construct and re-invent, in order to extend their terms of reference. Students will be given instruction in the use of varied media that include acrylic and oil painting onto canvas, watercolours, pastels, collage, digital photography, lino cut and silk screen printmaking and ceramics in order that they may effectively express their ideas in strong visual form. Exercises in colour mixing and theory, composition, observation and imagination

are an integral part of the course. Projects are set to access expressive and personal responses and solutions. The importance of drawing as a basic tool for art making is emphasized. Students are required to keep a sketchbook for documenting project development.

Note: This class is useful preparation for students wishing to take the IB Visual Art program.

Prerequisites: none.

Graphic Design

(Grades 10–13, up to 1 year, up to 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.

Textile Design and Fashion

(Grades 10–13, up to 1 year, 1 credit)

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

This design focussed course is structured to offer students an introduction to various textile processes such as dying, 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 sketchbook drawing and designs, written tasks and textile samples and works. Visits to various fashion museums and companies such as the MOMU in Antwerp will be part of the course. Students will showcase their work at the annual ISB Fashion Show in Spring. Assignments are set to encourage individual creativity while learning textile skills and the process of design.

Prerequisites: none

Drawing:

(Grades 10–13, up to 1 year, up to 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.

Visual Culture

(Grades 10–13, up to 1 year, up to 1 credit)

Areas covered in this course: reading, writing, oral presentation, group work, slide shows, analysis of video clips, still images and text.

Visual culture is a subject that focuses on aspects of culture that rely on visual images. Broadly speaking the subject will aim at introducing students to a wide range of interpretive skills when thinking about visual images and promote visual literacy. Within the course we will look at a diversity of materials that dominate the visual world, such as, Cinema, Television, Advertising, Printed Media, Visual Arts, Fashion, Iconography, Street Art and Visual Interfaces that are present on the net, software and in Gaming. Visual culture will primarily be a theoretical investigation, exploring different approaches to thinking about our visual world linked to Philosophy and Cultural theory.

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: none, but all other Visual Arts classes would enhance skills and knowledge of students wishing to take the IB.

Performing Arts

Dance

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

This class is intended as an opportunity for students to explore all aspects of the world of dance. It will focus on grounding and releasing the body in order to move efficiently and expansively with full awareness. A series of standing and floor exercises will build toward using larger dance phrases to move through space. Each student will investigate their own alignment and habitual movement patterns so as to train themselves to move with a dynamic and rhythmic versatility. Guided improvisation, group tasks and dynamics and playing with choreographic material will also be essential. Students will explore the use of space, level changes, musicality and rhythm and after all, discover an opportunity to just dance!

Prerequisites: none.

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 in a 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 children's theatre, which they will perform to the Elementary School students. 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 first year 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. 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 creation 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 history, incorporating practical class work with various written projects. Students will be required to be both actors and technicians at various times. They are expected to do written research projects, keep production journal and read and critique numerous plays. Participation in a fall collective creation theatre weekend is a mandatory component of the course as is attendance at live theatre performances.

Prerequisites: none.

Music

High School String Orchestra

(Grades 10–13, 1 year (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.

High School 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, from contemporary pop and music from musicals to the classical selections of the choral literature. Students will be expected to participate in two to six concerts during the year. Students will learn proper breathing and vocal technique and basic music sight-reading skills. Singers will also learn and practice performance skills through the art of vocal music.

Prerequisites: none.

Symphonic Band

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

Ensemble playing will focus on developing instrumental technique and music reading. Concerts and selections will explore a variety of musical styles to include classical, jazz, and popular music. Students will study lessons in music theory as well as experience and play a variety of musical performance styles. Co-curricular participation in performances throughout the year is also an integral part of the band programme. Band members provide their own instruments. Participation in the Symphonic Band makes a student eligible to audition for the International Honour Band and Solo and Ensemble festival.

Prerequisites: at least 2 years of experience playing a wind, brass or percussion instrument or teacher permission.

IB Music Standard and 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 or compositional studies. The course is offered at both Higher and Standard Levels. Students studying at Higher Level must choose the solo performance option and the composition option. Standard Level students choose solo, group or composition options.

Prerequisites: some prior music experience though not necessarily at an advanced level.

Health/ Lifeskills

Health

(Grade 10 requirement, 1 year, 0.5 credit)

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, mental health, human sexuality and nutrition. Assessments include written and practical tests and projects and presentations.

Lifeskills

(Grade 10 requirement, 1 year, 0.5 credit)

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, football, rock climbing, fitness/weight training, volleyball, orienteering, badminton and ultimate frisbee. Assessment is based on active and positive engagement plus skill improvement and achievement.

Students receive one credit after completing both Lifeskills 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 active and positive engagement plus skill improvement and achievement.

Other

Theory of Knowledge

(Grades 11–13, 3 semesters, 1 credit)

The Theory of Knowledge course familiarizes students with the background philosophies of the major areas of knowledge (history, mathematics, ethics, the arts, the natural and social sciences,) and their interconnections; it helps students analyze and assess their own and other people's ways of knowing by examining the roles played by language, reason, emotion and perception in the acquisition of knowledge; it assists students to think, argue and write in a clear, coherent and incisive way in their quest for truth. Successful completion of this course is an essential requirement for the award of the full IB Diploma and necessitates the completion of an externally moderated TOK Essay on one of ten IB-prescribed topics and an individual TOK Presentation. (This course counts as social studies credit for ISB Diplomas for full IB Diploma Candidates).

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

(Grades 11–13, 3 semesters, 1 credit)

The Theory of Knowledge course familiarizes students with the background philosophies of the major areas of knowledge (history, mathematics, ethics, the arts, the natural and social sciences,) and their interconnections; it helps students analyze and assess their own and other people's ways of knowing by examining the roles played by language, reason, emotion and perception in the acquisition of knowledge; it assists students to think, argue and write in a clear, coherent and incisive way

in their quest for truth. As this course will be given in French, it is aimed at Francophone students or students with sufficient fluency in the language; especially (but not necessarily) those who would like to study in a French-speaking university. Successful completion of this course is an essential requirement for the award of the full IB Diploma and necessitates the completion of an externally moderated TOK Essay on one of ten IB-prescribed topics and an individual TOK Presentation. (This course counts as social studies credit for ISB Diplomas for full IB Diploma Candidates).

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 only if sufficient student enrolment is achieved.

The Learning Support Programme

The High School Learning Support Programme is designed to provide assistance to students with diagnosed learning difficulties whose needs are not met by less intensive in-class interventions. Student support is provided via the instruction of basic academic and study skills. Faculty support is provided through collaboration and consultation.

Students may be referred to the Learning Support Programme through various channels. They may be referred by guidance counsellors, teachers, parents, or even themselves, using a structured referral process. Following the recommendations of a professional evaluation, students may access various levels of support. Students may only require accommodations accessed through the Learning Support Programme, they may require additional instruction through a Resource Class, or they may be recommended to access academic support through co-taught subject area classes in addition to regular resource classes.

Students enrolled in Resource Class analyze the effect their learning disability has on their learning and identify goals to help them address areas of weakness. Students work together with their case manager to lead a full Individual Learning Plan (ILP) meeting, beginning the process of developing explicit strategies for more successful learning. These may include behavioural modification, discipline building, better organization, study skills, test-taking skills, review of content using alternative learning strategies, enhanced writing and self-expression, improved reading/reading comprehension skills, improved basic mathematical skills, algebra or geometry skills, and use of technology as a compensating strategy. Resource classes meet regularly, do not assign homework, and do not carry credit.

The progress of students receiving learning support is reviewed regularly and progress reports are issued at the end of each quarter. As the ultimate goal is independent learning, students may be released from the support programme following appropriate academic achievement and case manager recommendation.

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We live in a world of limited resources and increasing demand. Becoming an international citizen is about understanding the environmental impact of decisions we make, and the responsibility this understanding brings. It is for this reason that, where possible, all school publications are printed using vegetal ink on products from controlled sources, managed forests, recycled wood or fibre, or 100% recycled paper.



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