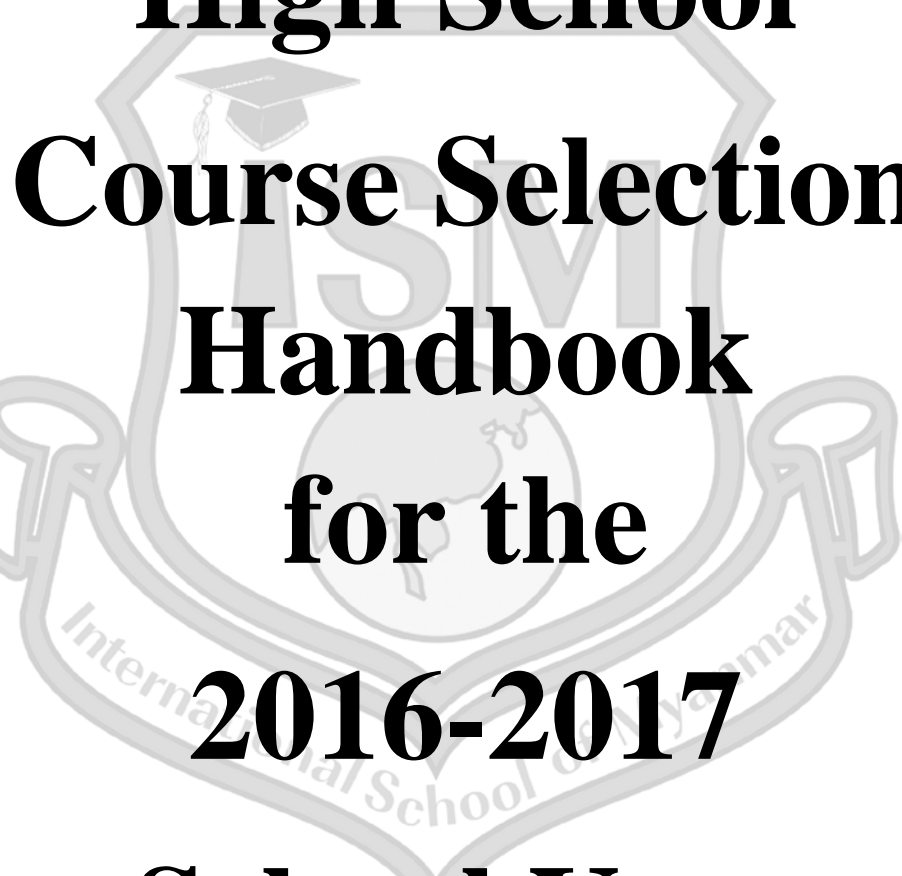


**International School of Myanmar**



**High School  
Course Selection  
Handbook  
for the  
2016-2017  
School Year**

**Home of the Dragons**

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# **ISM High School**

## **Go Dragons!**

### **ISM High School Diploma**

The ISM High School Diploma program is a four-year, university preparatory course of study that is accredited by the Western Association of Schools and Colleges Accrediting Commission (WASC). The ISM Diploma is respected and recognized by colleges and universities around the world.

ISM's High School program is modeled on a U.S. High School Program and leads to a U.S. High School Diploma. Students in grades 9 through 12 work toward earning a specific number of Graduation Credits each year. A passing grade in a subject for a year's work earns one credit toward high school graduation. A passing grade in a one-semester course earns one-half credit

### **Graduation Requirements**

All High School students attending ISM are expected to fulfill our graduation requirements within four years. At the conclusion of the four-year period, a student graduating from ISM will have earned a minimum of 26 credits. During their progression through High School, we strongly advise students to meet regularly with the High School counselors in order to review and plan the courses taken over the four years - choices made in grades 9, 10 and 11 can impact later options.

To be eligible to earn a High School Diploma from ISM, a student must attend the entire Grade 12 year. If a student transfers into ISM after the start of his/her Grade 12 year, the previous school will be responsible for awarding graduation status and a High School diploma for that student.

To earn the High School Diploma from ISM, students must earn at least the cumulative total of 26 credits, distributed as follows:

## Required Credits Table

Required Course in Specific Academic Areas	Minimum Credits	Recommended For College
English	4	4
Mathematics	3	4
Science	3	3-4
Social Studies	3	3-4
World Languages	2	3-4
Fine Arts	1	1
Technology and Design	1	
Physical Education	1	
Health	1	
Electives	7	
<b>Minimum Total Credits</b>	<b>26</b>	

## ISM Grade and GPA Value

	Percent	General Curriculum	AP Course
<b>A</b>	90-100	4.0	5.0
<b>B</b>	80-89	3.0	4.0
<b>C</b>	70-79	2.0	3.0
<b>D</b>	60-69	1.0	1.0
<b>F</b>	Below 60	0	0

## How to Use This Guide

The purpose of this guide is to provide students with important information to make appropriate course selections that best prepare them for their post-secondary plans. This guide is most useful when students thoroughly read each section and discuss their plan with their family and their counselor.

You may want to have your high school transcript and Four-Year Plan to refer to when selecting courses. Have your plans changed? Have any circumstances changed? What decisions can you make about your course selection that best fit you and your needs?

It is recommended that you read the full course description before selecting a course. You may also want to speak with the teacher of that course to get a better idea of what will be covered, the pace of the course and to ask any questions you may have.

Review each department and the flow-chart of courses to help you decide which courses best suit you. Remember, your counselor is available to discuss any questions you may have and is happy to help you as you make these decisions.

## Tips for Making the Most of This Guide

1. **UNDERSTAND THE GRADUATION REQUIREMENTS:** It is the responsibility of the student to understand the ISM High School Graduation Requirements and to speak with your counselor about your yearly progress. Remember that if you earn below a D- (60%), then you will not receive credit for the class. In some cases, you may be required to make up the missed credit.
2. **BE REALISTIC:** It is important to reflect on your strengths and your areas of growth. It is also important to balance your comfort level with being challenged. If Science is a difficult subject for you but you thrive in Social Studies, you may want to consider taking two Social Studies courses rather than two Science courses. Be realistic about what you can handle.
3. **MANAGING YOUR 4-YEAR PLAN:** Create a “4-Year Plan” with your counselor and revisit it often.
4. **WHAT IS YOUR PLAN AFTER HIGH SCHOOL? AS EARLY AS POSSIBLE.** Discuss your post-secondary plans with your family. Each country has different guidelines and requirements for college/university admissions. The selections you make can impact your options later on when you apply for college.
5. **BALANCE YOUR COURSE LOAD:** We limit students at taking three AP courses per year. This policy is in place to help students manage their course load and to encourage students to focus on specific subjects and interests.
6. **CHOOSE WISELY:** Take your course selection seriously, changes to your course selection are not guaranteed once it has been submitted. The school creates a schedule for courses based on what you choose!
7. **HAVE A BACK-UP PLAN:** Understand that when you request your courses, that it is a REQUEST. It is possible that you may not be scheduled into a course that you have requested for multiple reasons. Sometimes, a student must choose between two courses that are both offered during the same time. Have a few ideas of second choice courses.

## Minimum Academic Standards

Any student who receives an F or 2 Ds in a course content area that requires a minimum of 3 credits to graduate (i.e. math) will be placed on Academic Probation. A student who fails to meet the requirements of the Academic Probation contract may be asked to withdraw from ISM (Please see Academic Probation section in the High School Handbook for further information).

## **Transferring Credits**

Twenty six credits are required for graduation. Students transferring to ISM may be credited with up to eight graduation credits per academic year. Credits for courses at other schools are awarded at the discretion of the counselors.

## **Attendance and Earning Credit:**

To receive credit for a course, a student must not miss more than ten (10) class periods over a semester. Students may also not be absent more than ten (10) days over the semester duration.

For students who may exceed the maximum allowed absences, the Absence Appeal Committee will review each case on an individual basis. This committee is composed of the High School Principal and the Counselors. (Please see the High School Handbook for further information on Attendance policy).

## **Schedule Changes**

Ordinarily, students will not be permitted to add or drop courses after the start of the semester in which the course begins. Due to this students must be conscientious in their decision-making regarding course selection and registration. Teachers, students, parents, and counselors are all involved in the process. Therefore, once a program of study has been initiated, changes to selections should occur only if a student has been misplaced. These changes can only be made during the eight (8) day drop/add period at the start of the academic year. A student has the right to request to drop or add a course during this eight-day period if he or she obtains written permission from parents, teacher(s), and the counselor. Students who drop a course after the drop/add period without approval for extenuating circumstances will receive a failing grade for the course. In addition, seniors wishing to drop a course after transcripts have been sent to colleges and universities must notify each institution of the modification to their academic program.

## **External Examination**

ISM offers a broad selection of external examinations. These examinations are primarily Advanced Placement (AP) for the courses taught and hosted by ISM and the mandatory PSAT for all Grade 10 students. Our students also take the SAT I and SAT II, TOEFL and IELTS external exams. These are not hosted by the school and students who need to take these exams must make arrangements on their own. The High School Counselors can assist students with registration for any of these examinations.

## **College Preparation**

The College Counselors provide counseling and expertise throughout a student's tenure in the High School. The student's success in the college application process is a culmination of the choices and achievements the student makes over the four years of their high school career. Colleges and Universities look at a student's entire High School transcript, including both the grades and the difficulty of the courses. In addition, Colleges and Universities want to know what the student does outside of class - community service, summer programs, sports, and music.

ISM students are supported in the process of selecting and applying to colleges and universities by two college counselors. The college counselors work together to meet with students in groups and individually to chart the required testing (SAT, TOEFL, IESL and AP), to take them through the application process and to recommend colleges and universities appropriate to the student's talents.

However, the process of college application begins in grade 9 with the choices the student makes academically and the student's participation in extra-curricular activities. Students should aim to build on each successive year in the High School in a positive and productive manner.

## Advanced Placement Courses

ISM offers Advanced Placement Courses to students who demonstrate the ability and desire to work, at a level comparable to the first year of college in a given subject. For students to receive AP credit, they must take the AP Exam given in May of each year. By taking the AP exam and receiving a score of 4 or 5, students may receive credit at the university or college they attend after HS graduation.

<b>Advanced Placement courses and exams are offered at ISM in the following subjects:</b>	
AP Psychology	AP English Literature and Composition
AP World History	AP English Language and Composition
AP Macroeconomics	AP Human Geography
AP Microeconomics	AP Chinese Language and Culture
AP Calculus AB	AP Spanish Language and Culture
AP Statistics	AP Computer Science A
AP Biology	AP Studio Art: 2-D Design
AP Chemistry	AP Studio Art: Drawing
AP Physics 1	AP Physics 2

We hope that this Course Selection Guide helps you make the best choices available. Please remember, it is a tool to support your choices. Always remember that asking advice of teachers, counselors and administration, as well as using the guide, allows you to make better choices.

## English Department

English/Language Arts Department Courses	9	10	11	12
English 9	X			
English 10		X		
English 11			X	
English 12				X
AP Language and Composition			X	X
AP English Literature and Composition			X	X
<b><u>Electives</u></b>				
Creative Writing			X	X
Literary Analysis			X	X

### English 9

*Credit: One*

*Prerequisite: None*

English 9 familiarizes students with the types of reading, writing and thinking that can be expected from their high school career. Students examine a variety of texts from classical and contemporary fiction to non-fiction, and they engage in a broad range of learning experiences that allow them to develop effective skills and strategies for listening, speaking, reading, writing, viewing, and expressing. Students will write shorter informal pieces to longer more formal essays. Each quarter students participate in small group discussions, Socratic Seminars, skits, and will give individual and group presentations.

The theme for English 9 or essential question for the year is “What makes a hero?” Students will spend the first three quarters investigating this question with the study of epic and tragic heroes writing both a compare and contrast analysis and a formal research paper where they will be introduced to APA documentation. Students will study heroes in revolutionary times for the final quarter where they will demonstrate all of their acquired understandings and skills in an original narrative about their version of a hero.

Key texts for the year may include: Things Fall Apart, Romeo and Juliet, The Odyssey, A Tale of Two Cities, Persepolis, Bamboo People, Animal Farm, and a selection of short stories and non-fiction texts.

### English 10

*Credit: One*

*Prerequisite: English 9*

English 10 students continue to build on the knowledge and skills they developed in English 9 by examining a variety of fiction, non-fiction, and poetry. Students investigate multiple perspectives on major themes throughout literature, develop critical responses to those perspectives and take their own stance using a variety of mediums. Through a range of learning tasks and activities, students begin to develop their own perspectives on issues related to the class texts and their own lives. Some of the tasks students engage in include small group discussions, Socratic Seminars, dramatizations, presentations and speeches.

Students also complete a wide range of writing including a formal APA format research paper, character analysis essay, original poetry, a thematic analysis, and a comparison-contrast essay.

English 10 examines the theme of individuality and its potential consequences through the study of characters who are strong individuals in their societies. Key texts for the year may include: The Crucible, The Absolutely True Diary of a Part Time Indian, The Glass Castle, and a selection of stories, essays,



poetry, articles, and films that complement the texts. Film clips and films: *The Crucible*, *Smoke Signals*, *The Wave*

## **English 11**

*Credit: One*

*Prerequisite: English 10*

English 11 continues to build on students' prior reading, writing and thinking skills, and prepares them to be effective communicators and critical thinkers throughout the remainder of their academic career, and beyond. Through the study of both contemporary and classic fiction, non-fiction, and drama, students sharpen their skills in listening, speaking, reading, writing, viewing, and expressing. Grade 11 students' abilities to effectively use written and spoken English is assessed through small group discussions, Socratic Seminars, debates, presentations and formal speeches, bi-weekly short writing assignments, and quarterly formal essays such as literary analysis, persuasive, and comparison/contrast. Like all general English courses, English 11 students investigate a theme throughout the year. The purpose of this theme is to tie together the different texts and learning activities and connect course material to students' personal lives in a more meaningful way. The theme for English 11 is "Bildungsroman: Coming of Age and Loss of Innocence."

Key texts for the year include: *To Kill a Mockingbird*, *The Catcher in the Rye*, *Macbeth*, *In Cold Blood*, and selections from Edgar Allen Poe, Flannery O'Conner, and Henry David Thoreau.

## **English 12**

*Credit: One*

*Prerequisite: English 11*

English 12 prepares students for success in entry-level university courses or entry-level positions in today's workforce through a rigorous course of study in reading, writing, speaking, listening, viewing and representing. Students examine a wide range of texts—fiction, nonfiction and informational—and engage in a broad range of learning experiences. Special emphasis is placed on reading comprehension, writing and debating to help students further develop the skills, strategies and dispositions necessary for them to succeed in a post-secondary environment. Some of the learning experiences students encounter in English 12 include small group discussions, Socratic Seminars, debates, presentations, formal speeches, bi-weekly short writing assignments, and quarterly formal essays. Like all general English courses, English 12 students investigate a theme throughout the year. The purpose of this theme is to tie together the different texts and learning activities and connect course material to students' personal lives in a more meaningful way. The theme for English 12 is "Can dreams come true in an imperfect world?"

Key texts for the year may include: *Of Mice and Men*, *Othello*, *Fahrenheit 451*, *I am Legend*, *The Great Gatsby*, plays such as *Death of a Salesman* and *A Raisin in the Sun* as well as a selection of shorter fiction and nonfiction texts.

## **AP Language and Composition**

*Credit: One*

*Prerequisite: B+ or higher in English 10; MAP Reading Score of 240 or higher or B+ or higher in English 11*

The AP English Language and Composition course requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their

effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

The course is designed to help students become skilled readers and writers through engagement with the following course requirements:

- Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects
- Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
- Writing informally (e.g., imitation exercises, journal keeping, collaborative writing), which helps students become aware of themselves as writers and the techniques employed by other writers
- Writing expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres
- Reading nonfiction (e.g., essays, journalism, science writing, autobiographies, criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques
- Analyzing graphics and visual images both in relation to written texts and as alternative forms of text themselves
- Developing research skills and the ability to evaluate, use, and cite primary and secondary sources
- Conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources
- Citing sources using a recognized editorial style (e.g., Modern Language Association)
- Revising their work to develop a wide-ranging vocabulary used appropriately and effectively; a variety of sentence structures, including appropriate use of subordination and coordination; logical organization, enhanced by techniques such as repetition, transitions, and emphasis; a balance of generalization and specific, illustrative detail; and an effective use of rhetoric, including tone, voice, diction, and sentence structure.

## **AP Literature and Composition**

*Credit: One*

*Prerequisite: B+ or higher in English 11 or B+ or higher in AP Language and Composition; MAP Reading Score of 240 or higher*

AP Literature and Composition prepares students for the Advanced Placement examination in May of each year. In order to take this college level course it is necessary to meet the criteria listed above. Furthermore, due its challenging level, and the mature nature of some of the content, this course is available to Grade 11 and 12 students only.

The course will introduce students to the study of literature at first-year college level. The period covered will be the sixteenth century to contemporary times and will include narrative fiction, poetry, drama and expository prose. Fine literature from both British and American authors, and works in translation will, through close reading, be examined for literary meaning and how meaning is conveyed. Additionally, the course will consider how literature expresses the values and cultural beliefs of society. Various schools of literary criticism will be touched upon, however, emphasis will be placed not upon the application of the various forms of literary criticism but upon the generic skills students must master in order to experience, interpret and evaluate literature.

The skills learnt will be assessed both formally and informally through essays--expository, analytical, etc. dialectical notebooks, multiple choice tests, free response tests, class discussion.

Key texts for the year may include: *Jane Eyre*, *Wide Sargasso Sea*, *The Good Soldier*, *Othello*, *The Importance of Being Earnest*, *Who's Afraid of Virginia Woolf*, *Poems from other Centuries*, *Poetry: A Pocket Anthology*, *Touched with Fire: An anthology of poems*, *Short Fiction: Classic and Contemporary*, *Writing with Style*, *Elements of Style*, *An Outline of English Literature*, *The Art of the Personal Essay: An Anthology from the Classical Era to the Present*.

## **Creative Writing**

*Credit: One*

*Prerequisites: Recommendation from previous English teacher and a writing sample*

Creative Writing is a course for students with a strong writing ability who will experiment with writing poetry, short fiction, and one-act plays through exercises in imitation. Students will explore and develop their own creative styles and put together a writing portfolio of all the pieces they write throughout the year.

Key texts for the year may include: Model one-act plays such as Albee's *Zoo Story* and Chekhov's *The Proposal*, and a variety of short stories and poems.

## **Literary Analysis**

*Credit: One*

Introduction to Literary Analysis is a course designed specifically to expand, develop, and secure deeper analytical and critical responses to literature. The course aims to produce students who are both insightful and discerning in their responses to literature. The course content will be particularly beneficial for those students who may be considering an AP English course for grades 12. The course assumes that enrolled students are already confident readers and competent writers; thus, the work-load is more challenging than in English 11, and teaching focuses less on grammar and paragraph structure and more on demonstrating an awareness of how writers use literary techniques and devices to convey meaning in text.

Key texts may include: *The Great Gatsby*, *Waiting for the Barbarians*, *Macbeth*, *Chronicle of a Death Foretold*, plus several novels to be read independently in conjunction with each of the genres studied.

## Social Studies Department

The high school Social Studies program is structured in order to allow students access to many of the core subject areas of the humanities- history, economics, psychology, geography and international relations. The sequence and pre-requisites, combined with consultation with teachers and counselors as to their tertiary education or career path, presents a clear procedure for students to follow to facilitate a smooth transition through the high school social studies program whilst meeting their credit requirements and personal preferences.

Students should familiarize themselves with the prerequisites required to transition to a course, particularly AP level, in the following school year. As there is a certain amount of shared content in AP Macroeconomics and AP Microeconomics, these courses should not be taken in the same year.

Social Studies Department Courses	9	10	11	12
World History	X			
Human Geography (AP Option)		X		
<b>Electives</b>				
AP World History			X	X
Asian Studies		X	X	X
Psychology			X	X
AP Psychology			X	X
Economics			X	X
AP Microeconomics			X	X
AP Macroeconomics			X	X
International Relations			X	X
Religious Studies		X	X	X

### World History

*Credit: One*

*Prerequisite: None*

The High School History sequence is designed to provide a smooth transition from Middle School to High School with continuation of World History. World History, typically taken by students in their freshman (Grade 9) year, focuses on major global developments during the modern historical era.

World History is a mandatory course for all grade 9 students that will explore the multiple histories of the world while maintaining and highlighting the connections between their various unfolding stories. Students will be engaged through projects, reenactments and different forms of media to ensure a mastery of the skills and understandings needed to prepare them for success both inside and outside of the High School classroom.

Topics of study will include: Age of Enlightenment, Revolutions of the 18th and 19th centuries, Nationalism and the World, Napoleon, Industrial Revolution, The Age of Imperialism, World War I, Russian Revolution and the Development of Communism, Art, Culture, and Thought of the Interwar Period

### Human Geography

*Credit: One*

*Prerequisite: Successful Completion of World History or Equivalent*

Human Geography is an examination of the relationship between humans, their environment and the unique way they interact with each other. As geographers, students will use aspects of the Four Traditions of

Geography: Spatial, Regional, Human-Environmental and Earth Science to create a well-versed understanding of the complex, detailed and ever-changing relationship between Humans and the Earth. Students' knowledge and mastery of the material will be assessed by classroom discussion, field work, essays, quizzes, tests and the creation of various media.

Topics of study will include: Nature & Perspectives; Population Culture: Process, Pattern & Influence; Agriculture and Rural Land Use; Urban Land Use, and Economics & Industrialization.

## **AP Human Geography**

*Credit: One*

*Prerequisite: B+ or higher in World History or World History teacher recommendation and a minimum of 240 on MAP reading. Grade 10.*

Human Geography is an examination of the relationship between humans, their environment and the unique way they interact with each other. As geographers, students will use aspects of the Four Traditions of Geography: Spatial, Regional, Human-Environmental and Earth Science to create a well-versed understanding of the complex, detailed and ever-changing relationship between Humans and the Earth. Students' knowledge and mastery of the material will be assessed by classroom discussion, field work, essays, quizzes, tests and the creation of various media.

Topics of study will include: Nature & Perspectives; Population Culture: Process, Pattern & Influence; Agriculture and Rural Land Use; Urban Land Use, and Economics & Industrialization.

While the Advanced Placement course will cover the same content and skills as the standard Human Geography course, the speed and depth of the content will be accelerated and the workload (additional readings, assignments, free-response questions, etc.) will be increased.

## **AP World History**

*Credit: One*

*Prerequisites: Teacher recommendation from previous Social Studies course or GPA of 3.5 or above; minimum MAP score of 240 in Reading*

In order to take this college level course it is necessary to meet one of the criteria listed above. The course is available to grade 11 and 12 students; only in exceptional circumstances and with the approval of teachers, counselors and the principal will a grade 10 student be accepted.

The course prepares students for the Advanced Placement examination in May of each year.

AP World History is a rigorous, college-level course designed to explore human history from 8000 B.C.E. to the present. Emphasis will be placed on the development of analytical and writing skills necessary for success on a collegiate level. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography (the principles, theories, or methodology of scholarly historical research and presentation) and inquiry into global connections that have shaped the present world. The course offers balanced global coverage with Africa, the Americas, Asia, and Europe each represented.

Skills developed during the course include: Constructing and evaluating arguments; using documents and other primary data; the ability to assess issues of change and continuity over time; enhancing the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference.

## **Asian Studies**

*Credit: One*

*Prerequisite: Minimum MAP score of 235 in Reading*

Asian Studies is a yearlong elective that takes an interdisciplinary approach to survey the arts, ideas, and political economies of Asia. Students will learn to use tools from Anthropology, History, Sociology, and Geography to research and understand the geography, culture, history, and economy of contemporary Myanmar and its neighbors.

Students first research and present on various cultural, economic and historic sites in Yangon and explore how these sites contribute to a broader understanding of Myanmar. Students then explore how the cultural and political interactions of societies and powers in pre-colonial, colonial, and post-colonial Southeast Asia can help us understand contemporary Myanmar from an historic perspective. In the second semester, students study the political and physical geography of Asia, as well as the various political economies of the region. Special emphasis is placed on China and India, and on the challenges and opportunities associated with Southeast Asia's various political economies and alliances. The course concludes with an independent sociology project of the student's own choosing.

## **Psychology**

*Credit: One*

Psychology is designed as both an elective student enrichment in the larger Social Studies program and as a foundational learning experience leading up to successful completion of ISM's AP Psychology class and external assessment. As such, this course provides a broad introduction to basic terms, concepts, theories, and explanatory / therapeutic models in psychology.

Areas of study include: neuroscience and consciousness, life span development, gender and sexuality, sensation and perception, learning and memory, cognitive processes, motivation and emotion, stress management, personality theory and psychological disorders, and major approaches to psychotherapy and counseling.

## **AP Psychology**

*Credit: One*

*Prerequisites: B or greater in Psychology or GPA of 3.0 or above; minimum MAP score of 240 in Reading*

In order to take this college level course it is necessary to meet one of the criteria listed above. The course is available to grade 11 and 12 pupils. The course prepares students for the Advanced Placement examination in May of each year.

AP Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology plus the major core concepts and theories of psychology. They will also learn the basic skills of psychological research and be able to apply psychological concepts to their own lives.

## **Economics**

*Credit: One*

The course is offered to grades 11-12 and does not require any prerequisites. The purpose of the course is two-fold; to offer an entire dedicated course in the fundamentals of economics and, for those students with an aptitude for the subject, a sound foundation in the economic concepts explored in greater depth in the respective AP economics courses. Areas of study include: what is economics, how markets work, business and labor, money and banking, measuring the economy, government and the economy, the global economy. The course requires students to demonstrate their understanding of economic concepts in a variety of ways: verbally, algebraically, and through the use of graphs and tables.

## **AP Microeconomics**

*Credit: One*

*Prerequisite: one or more of the following -- AP Macroeconomics 3 or higher, approval of General Economics teacher, 3.5 GPA or above*

In order to take this college level course it is necessary to meet one of the criteria listed above. The course is available to grade 11 and 12 students. The course prepares students for the Advanced Placement examination in May of each year. Areas of study include: economic reasoning, supply and demand, elasticity, markets and welfare, the public sector, behavior of firms, labor markets, and consumer choice theory. The course requires pupils to explain microeconomic concepts verbally, algebraically, and through the use of models, graphs and tables. Students will, therefore, be expected to show sound skill sets in English, data analysis, graphing, critical thinking and basic math.

**AP Macroeconomics**

*Credit: One*

*Prerequisites: one or more of the following -- AP Microeconomics 3 or higher, approval of General Economics teacher, 3.5 GPA or above*

In order to take this college level course it is necessary to meet one of the criteria listed above. The course is available to grade 11 and 12 students. The course prepares students for the Advanced Placement examination in May of each year. Areas of study include: economic reasoning, supply and demand, elasticity, growth, macroeconomic indicators, fiscal + monetary policy, international policy issues. The course requires pupils to explain macroeconomic concepts verbally, algebraically, and through the use of models, graphs and tables. Students will, therefore, be expected to show sound skill sets in English, data analysis, graphing, critical thinking and basic math.

**International Relations**

*Credit: One*

International Relations involves an in-depth study of world politics, current events, and a broad range of pertinent global issues.

Students will be introduced to the international organization known as the United Nations, and will learn the history and procedures associated with such an organization.

Students will work to sharpen their research skills, and involve themselves in public speaking, debate, and collaborative group work. Select students may also have the opportunity to participate in a number of international Model UN conferences.

**Religious Studies**

*Credit: One*

*Prerequisites: Minimum MAP score of 235 in Reading*

Religious Studies is a yearlong elective that introduces students to major world religions, including Buddhism, Hinduism, Christianity, Judaism, Islam, Confucianism, Sikhism, Shintoism and Taoism. Students will examine the formation of values, morals and ethics and are encouraged to examine the religious and secular values, morals and ethics that guide them in their daily lives. Students will analyze each religion and analyze the similarities and differences between them. Why some religions have evolved and blended with other religions while other religions have remained largely the same since their emergence will be examined. Inter and intra-conflicts between the major world religions will also be studied and debated in class. The course concludes with students creating a religion that demonstrates their understanding of the elements of religion.

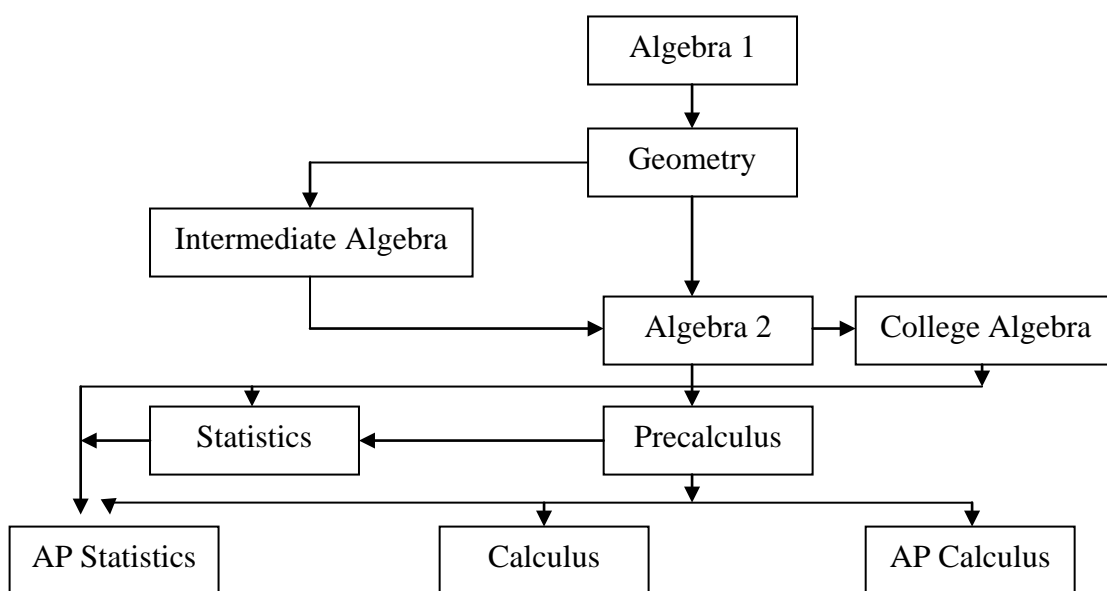


## Mathematics Department

The high school mathematics sequence is designed to provide a smooth transition from middle school to high school with the continuation of mathematics at higher levels. In grades 11 and 12 students can make an informed choice on the mathematics path that is most appropriate for their needs. A flow chart has been provided to show the normal selections available by year in school, with the approval from the mathematics department. ISM graduation requires successful completion of three years of mathematics; however, most colleges and universities recommend four years of mathematics or at least the completion of Algebra 2. The highest level course offered is AP Calculus and AP Statistics.

The Mathematics Program is dedicated to helping students develop the attitudes, conceptual understanding, and tools and techniques needed to think, communicate, collaborate, and be self-directed as they use mathematics to describe, understand, and predict the world in which we live. Assessments in various courses include tests, quizzes, exams, and projects.

Mathematics Department Courses	9	10	11	12
Algebra 1	X			
Geometry	X	X		
Intermediate Algebra	X	X		
Algebra 2		X	X	
College Algebra			X	X
Precalculus			X	X
Calculus			X	X
Statistics			X	X
AP Statistics			X	X
AP Calculus				X



NOTE: With approval: it would be possible to take Geometry and Algebra 2 in the same year, Pre-Calculus and Statistics in the same year or Calculus and Statistics in the same year.

*Credit: One*

The Algebra 1 course is designed for students who need to take Algebra at a slower pace. This course provides remediation in weak areas. The course is intended to allow students who have had difficulty with mathematics to solidify their skills and be prepared for future mathematics courses. Core concepts include probability, pattern interpretation, proportional reasoning, linear equations and inequalities, rational numbers, algebraic fractions, polynomials, quadratic equations, graphs, and radicals.

## **Geometry**

*Credit: One*

*Prerequisite: MAP math score of 240 or higher or successful completion of Algebra 1*

Geometry is a complete and balanced course focusing on concepts of point, line and plane, formal and informal geometric proofs, ideas of congruency and similarity, and the study of plane and solid figures. The aim is to develop reasoning and math skills that students will need in more advanced mathematics courses.

## **Intermediate Algebra**

*Credit: One*

*Prerequisite: Algebra 1 and teacher recommendation*

This course is a bridge between Algebra 1 / Geometry and Algebra 2. Students will extend their learning of algebraic and statistics concepts. The course will include an in-depth study of families of functions (linear, exponential, quadratic, radical and rational), measures of central tendency, standard deviation, probability, combinations and permutations.

## **Algebra 2**

*Credit: One*

*Prerequisite: MAP math score of 240 or higher or successful completion of Intermediate Algebra*

Algebra 2 provides a comprehensive study in advanced algebra topics, such as simultaneous equations, inequalities, functions, matrices, quadratic equations, complex numbers, exponential and logarithmic functions, and trigonometry. Algebra 2 fulfills the requirements of high school algebra and prepares students for higher level courses in mathematics.

## **College Algebra**

*Credit: One*

*Prerequisite: Algebra 2 and teacher recommendation*

This course is a bridge between Algebra 2 and Pre-Calculus or an alternative to Pre-Calculus. Topics of study include algebraic equations and inequalities, absolute value, polynomial, rational, radical, exponential, logarithmic and trigonometric functions, systems of equations and inequalities and matrices. Additional topics may include sequences and series, statistics and probability.

## **Precalculus**

*Credit: One*

*Prerequisite: At least a MAP math score of 260 or higher*

Precalculus is an elective course that encompasses mathematical concepts and techniques, preparatory for Calculus. The course focuses on the development of basic mathematical skills encountered in calculus. Topics include sets and functions, linear and quadratic functions, rational and polynomial functions. The course is designed to serve as an intermediate course between Algebra 2 and AP Calculus. The objective is to provide insights into the nature of mathematics through investigating various mathematical functions.

**Calculus**

*Credit: One*

*Prerequisite: At least a MAP math score of 260 or higher*

This is a year-long course in elementary functions and introductory calculus, concentrating on limits, differentiation, and integration involving algebraic functions, trigonometric functions, and functions involving  $e$ . The first semester introduces the students to elementary calculus using limits and differentiation. The second semester continues with integral calculus, with emphasis on the calculus of functions of one variable. Calculus is not a pre-requisite for AP Calculus, so students who take Calculus are not eligible to take AP Calculus.

**Statistics**

*Credit: One*

*Prerequisite: MAP math score of 250 or higher and a teacher recommendation*

This year long course is designed to help students understand the basics of elementary statistics and probability. Students will learn techniques to collect data, analyze data using mathematics, and draw conclusions about a topic. Students interested in business or social sciences will benefit from taking this course. Statistics is not a pre-requisite for AP Statistics, so students who take Statistics are not eligible to take AP Statistics.

**AP Statistics**

*Credit: One*

*Prerequisite: MAP math score of 260 or higher and an average of 235 MAP score in language and reading*

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. Students planning to take a science course in their senior year will benefit greatly from taking AP Statistics in their junior year. The course culminates in an Advanced Placement (AP) examination for students who seek AP credit.

**AP Calculus (Grade 12)***Credit: One**Prerequisite: MAP math score of 265 or higher and a Teacher Recommendation*

This is a year-long course in elementary functions and introductory calculus, designed for mathematically and scientifically oriented students. The first semester introduces the students to elementary calculus and related topics in geometry, algebraic functions and foundations. The second semester continues with integral calculus, with emphasis on the calculus of functions of one variable. The course also has elementary differential equations and calculus of transcendental functions. The course culminates in an Advanced Placement (AP) examination for students who seek AP credit.

## Science Department

ISM graduation requires successful completion of three years of science; however, most colleges and universities recommend four years of science.

Students who wish to pursue AP courses in Grade 11 or 12 will need to provide the necessary foundations by taking the appropriate prerequisite courses. Students in grade 11 and 12 who are behind in their science requirements may need to take more than one course to meet graduation requirements

Science Department Courses	9	10	11	12
Biology	X	X		
AP Biology			X	X
Chemistry		X	X	X
AP Chemistry			X	X
Physics		X	X	X
AP Physics 1			X	X
AP Physics 2				X
Environmental Science			X	X

### Biology

*Credit: One*

*Prerequisite: None*

This is a basic Biology course dealing with the study how organisms survive by looking at Biochemistry, Energy production and storage, Mendelian genetics, Biotechnology and several Body systems in humans. This course aims to provide students with knowledge so they are able to make informed decisions about the world in which they live. Students will be required to apply scientific and critical thinking skills to solve problems and complete experiments. Each student should be able to explain, illustrate and evaluate information using the scientific method and inquiry skills. Classroom activities, such as teacher demonstrations, group projects, textbook assignments, lab investigations class discussions, and application of current theories/ facts, will be used to promote a greater understanding, appreciation and literacy in Biology.

### AP Biology

*Credit: One*

*Prerequisite: B average in Biology (Chemistry is strongly advised); minimum MAP score of 240 in Reading*

AP biology is recommended for advanced science students. Topics covered are similar to those in the high school biology course however the coursework is offered at the college level. This course requires a high level of student commitment in order to keep up with the demanding workload. Topics covered include: biochemistry; cell structure and function; communication; metabolism; cellular reproduction; genetics; molecular basis of inheritance; DNA technology; evolution; microbiology; plants; invertebrates; vertebrates; comparative anatomy and physiology; and ecology. The eight major themes from the AP Biology Curriculum Requirements are used to emphasize how the topics covered are all interconnected.

### Physics

*Credit: One*

*Prerequisite: Biology (This prerequisite does not apply for the 2016 – 2017 school year).*

This course is an introduction to the world of physics. Physics is found in every aspect of daily life; from our own existence to everything we see and touch, natural or man-made. This is the first comprehensive physics course in high school. It covers to some extent all major areas of physics. Students will perform

experiments, solve problems, and develop a project in order to understand the principles that govern the physical world. This course will continue to develop problem-solving skills and Scientific method that is needed in a successful career and life. Students will learn to develop and apply mathematical models to describe and predict, respectively, the behavior of physical systems. Topics include mechanics of motion, velocity, acceleration, interactions of matter and energy, forces, work, power, energy, momentum, light, sound and electricity.

## **AP Physics 1**

*Credit: One*

*Prerequisite: B or higher in previous math and science courses*

AP Physics 1 is an algebra-based college level course for a strong math student. This AP Physics course covers Newtonian mechanics, work, power, energy and electrical circuits, as well as waves and their energy. Students will be applying the practice of scientific inquiry and reasoning which is at the heart of this new physics course. A rigorous and engaging experience will be had through experiments, analyzing, solving problems, and developing skills for the AP Physics Exam in May.

## **AP Physics 2**

*Credit : One*

*Prerequisite: B or better in AP Physics 1*

AP Physics 2 is an algebra-based college course for a strong math student for the second year. This AP Physics course covers fluid mechanics, thermodynamics, electricity and magnetism, as well as optics and the challenge of atomic and nuclear physics. This course is strongly recommended for those students thinking about engineering or related fields for college. AP Physics exam is expected to be taken in May.

## **Chemistry**

*Credit: One*

*Prerequisite: Biology (This prerequisite does not apply for the 2016 – 2017 school year).*

This course is a general introduction into chemistry that will build on material covered in Physical Science as well as introduce new topics such as chemical equilibrium, thermodynamics, gases, acids/bases, reaction rates, oxidation/reduction, and nuclear chemistry. This course is also a foundational course for AP Biology and AP Chemistry. The course incorporates many hands-on laboratory experiments, and will allow a deeper understanding of our environment and the mechanisms underlying the chemistry of life.

## **AP Chemistry**

*Credit: One*

*Prerequisite: Chemistry with a grade of B or higher*

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic.

The course topics include stoichiometry; properties of gases, liquids, solids, and solutions; chemical equilibrium, chemical thermodynamics, atomic and molecular structure, chemical kinetics, periodic properties, and descriptive chemistry of the elements. Students who intend to enroll in this class should have successfully completed high school chemistry and Algebra 1.

**Environmental Science***Credit: One**Prerequisite: Biology*

In today's changing world, a solid knowledge of environmental science is very important. Environmental science is the study of the interaction of the living and non-living components of the environment with special emphasis on the impact of humans on these components. Environmental science is a very dynamic area of research and involves many different fields of study. Environmental science also includes the human impact on our planet.

The concepts integrated into this course will build on general Biology knowledge and include: flow of energy and cycling of matter, energy resources, stability and change in an ecosystem, conservation and resource allocation, and evaluation of human activity and technology on the environment. Class activities will include lab investigations, surveys, data collection, class discussions, more formal debates on various controversial topics, making and testing environmental models and projects to investigate further.

This course is open to all Grade 11 and 12 students who have passed grade 9 Physical Science and grade 10 Biology, but is intended for those who do not get a recommendation to take Chemistry, Physics or AP courses.

## World Languages Department

The High School World Language curriculum is designed to provide the student with the opportunity to continue the study of a language that he or she has previously studied in Middle school or to study a new language of his or her choice. The student can make an appropriate choice with appropriate level which is shown on the language path. Students can either choose Spanish, French or Mandarin as their language elective course. Students in Grade 11 and 12 who wish to pursue AP courses will need to provide the necessary foundations.

ISM graduation requires successful completion of two years of a foreign language. However students are encouraged to continue studying their chosen language course for three or four years.

World Languages Department Courses	9	10	11	12
Mandarin 1	X	X	X	X
Mandarin 2	X	X	X	X
Mandarin 3		X	X	X
Mandarin 4			X	X
AP Chinese Language and Culture			X	X
French 2		X	X	X
French 3		X	X	X
French 4			X	X
Spanish 1	X	X	X	X
Spanish 2	X	X	X	X
Spanish 3		X	X	X
Spanish 4			X	X
AP Spanish Language and Culture			X	X

### Mandarin 1

*Credit: One*

*Prerequisite: None*

The Mandarin 1 course is a program designed for students who has no previous knowledge of this language but have strong interest to learn it as a new language. In this course, students will be able to explore Chinese culture, the Hanyu Pinyin (Chinese pronunciation), the structure, and the form of Chinese characters.

Students will be expected to convey their understanding of skills through a range of activities such as role-play, group discussion/conversation, presentation, writing exercises, listening exercise, reading comprehension, creating posters, etc.

### Mandarin 2

*Credit: One*

*Prerequisite: Mandarin 1*



Mandarin 2 is a program designed to bring students towards being fluent Mandarin speakers. In this course, students will be asked without any notification to discuss on a variety of subject related to their daily life, Chinese culture and knowledge through Listening, Reading, Speaking and Writing skills.

Students will be capable of expressing themselves in Mandarin using a wide variety of vocabulary, verbs, Adjective and sentence structure throughout activities such as role-play, reading comprehension, listening comprehension, grammar practice, writing practice, word cards, individual or group activities, presentation, singing, interactive oral communication, cultural understanding, etc.

### **Mandarin 3**

*Credit: One*

*Prerequisite: Mandarin 2*

Mandarin 3 is a one year program designed to provide a smooth transition from Mandarin 2 to a higher level. The curriculum emphasizes authentic content mastery and cultural literary; historical comparisons to build interpersonal, interpretive and presentational communication skills of intermediate level. These skills will be developed through various materials and activities, and will be integrated into all aspects of works. Students will be expected to convey their understanding of the skills learn through activities such as reading and listening comprehension, demonstration of specific tasks, essay writing, personal/group project and oral presentation. This course will be conducted in Chinese.

At the end of the course, students are expected to be able to understand the main ideas of more complex texts, able to communicate with the native speakers, making connections to the activities in their daily lives, and give reasons and explanations for opinions and plans.

### **Mandarin 4**

*Credit: One*

*Prerequisite: Mandarin 3*

This course is designed to provide students with and advance communicative ability in the Mandarin language, and start preparing them for the Advanced Placement Language exam which will be administered in the following year. Therefore the main objectives of this course are: to solidify their ability to understand and respond to spoken Chinese in various contexts, to develop a Chinese vocabulary sufficient for reading authentic materials, and for reading literary texts, to fine-tune the ability to express themselves in Chinese, orally and in writing, coherently and with reasonable fluency and accuracy.

At the end of the year, students are expected to be able to understand the main ideas of complex texts on both concrete and abstract topics. Students will be able to interact with native speakers fluently and spontaneously, providing clear, detailed ideas on a wide range of subjects and making comparison and connection with their environment and daily activities.

### **AP Chinese Language and Culture**

*Credit: One*

*Prerequisite: Mandarin 3*

The primary goal of AP Chinese Language and Culture is to enable students to master advanced-level Chinese language skills and expressive styles, and conventions of communication through multiple aspects of Chinese society and culture.

Students who take the AP Chinese Language and Culture course usually have at least successfully completed the Mandarin 3 course, or they have come to the school with a strong language background. The

students who take AP Chinese Language and Culture suppose be very motivated to continue with their Chinese studies and want to be challenged as much as possible in this course.

Students will be expected to convey their understanding of the skills learn through of activities such as reading and listening comprehension activity/exam, debate, demonstration of specific task, essay writing, personal/group project and oral presentations.

## **French 2**

*Credit: One*

*Prerequisite: French 1*

Students in French 2 will build on what they began in the first level. They will learn immediate grammar, new vocabulary and will also expand on thematic vocabulary learned in French I. Students will be expected to read and write at an intermediate level, and to be conversant by the conclusion of the course. The class will be conducted in the target language. Cultural aspects of the francophone world will continue to be stressed.

At the end of the year, students will be able to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Student can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine situations. Student can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

## **French 3**

*Credit: One*

*Prerequisite: French 2*

Students in French 3 will learn advanced grammar and will continue to expand their vocabulary. Students will also read and analyze selections appropriate to the vocabulary and chapter themes being covered. Reading, writing, listening and speaking will be enhanced through supplemental materials and through journals. All students will be expected to be comfortable in conversation at the conclusion of the course. This course will be conducted in French.

At the end of the year, students will be able to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Student can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Student can introduce connected text on topics, which are familiar, or of personal interest. Student can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

## **French 4**

*Credit: One*

*Prerequisite: French 3*

This course is designed to provide students with an advanced communicative ability in the French language, and start preparing them for the Advanced Placement Language exam which will be administered in the next school year. Therefore the main objectives of this course are for students to fine-tune their ability to understand and respond to spoken French in various contexts, to develop a French vocabulary sufficient for reading newspaper and magazine, articles comprising various topics (the arts, sports, current events), and for reading literary texts, to fine-tune the ability to express themselves in French, orally and in writing coherently and with reasonable fluency and accuracy.

At the end of the year, students will be able to understand the main ideas of complex text on both concrete and abstract topics, including technical discussions. Students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. The student can produce clear, detailed text on a wide range of subjects and explain viewpoint on a topical issue giving the advantages and disadvantages of various options.

## **Spanish 1**

*Credit: One*

*Prerequisite: None*

Spanish 1 is a language acquisition course for students with little or no experience of the language. Through the development of receptive, productive and interactive skills, you will acquire the ability to respond and interact appropriately in a defined range of everyday situations. Each unit will provide you with opportunities to practice and explore the language as well as to develop intercultural competence.

## **Spanish 2**

*Credit: One*

*Prerequisite: Spanish 1*

This course reinforces and expands on Spanish 1 concepts and themes. Students will learn to manipulate parts of speech and grammatical structures in order to communicate in the Spanish language. They will be able to utilize the past, present, future, and other verb tenses. Each unit will provide with opportunities to practice and expand the language as well as to develop intercultural competence.

## **Spanish 3**

*Credit: One*

*Prerequisite: Spanish 2*

This course reinforces and expands on Spanish 2 concepts and themes. Students will continue intensive work on oral, written, and listening skills. Emphasis will be given to developing the constant use of Spanish to communicate within various and diverse contexts. They will be able to utilize the past, present, future, and other complex verb tenses. Each unit will provide with opportunities to practice and expand the language as well as to develop intercultural competence.

## **Spanish 4**

*Credit: One*

*Prerequisite: Spanish 3*

This course reinforces and expands on Spanish 3 concepts and themes. Students will be able to understand and respond clearly and effectively to information and ideas within the full range of prescribed topics. You will display a high level of accuracy and fluency in the use of both simple and more complex structures, and demonstrate a wide range and variety of vocabulary and structures. Each unit will provide you with opportunities to practice and expand the language as well as to develop intercultural competence.

## **AP Spanish Language and Culture**

*Credit: One*

*Prerequisite: Spanish 4*

This course is designed to provide students with an advanced communicative ability in the Spanish language, and to prepare them for the Advanced Placement Language exam. Therefore the main objectives of this course are: to fine-tune their ability to understand and respond to spoken Spanish in various contexts.,

to develop a Spanish vocabulary sufficient for reading newspaper and magazine articles comprising various topics (the arts, sports, current events), and for reading literary texts, to develop their writing skills without the use of a dictionary, to fine-tune the ability to express themselves in Spanish, orally and in writing, coherently, resourcefully and with reasonable fluency and accuracy.

The course is taught in accordance with the College Board requirements, and assessments carried on based on the College Board, AP Spanish language and literature standards and benchmarks. The four language skills will be stressed in this course. The objectives for each of these skills have been outlined by the AP Spanish Committee, and will be followed throughout this course.

## Technology and Design Department

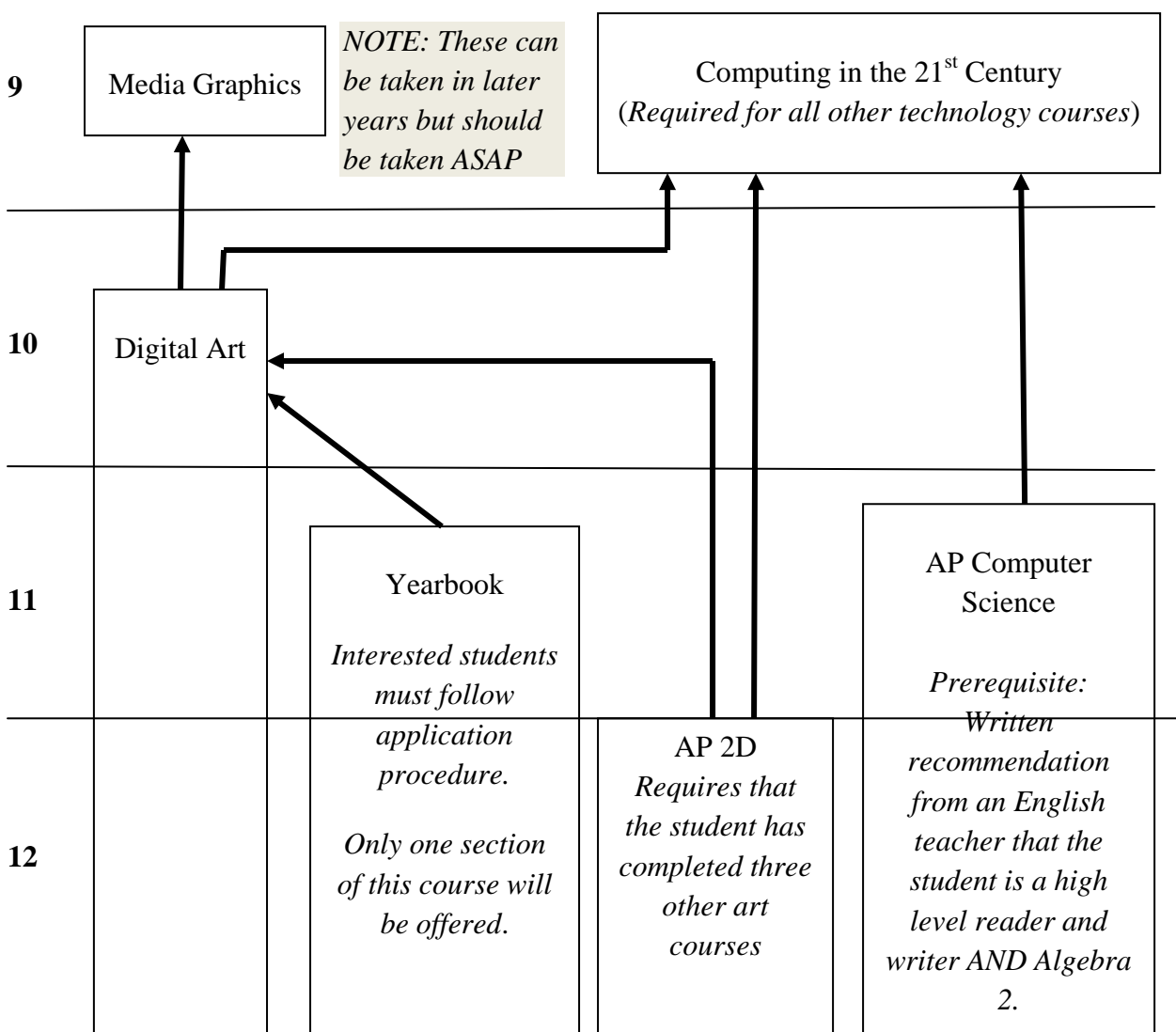
The High School Technology and Design Program is designed for beginning to intermediate learning. AP Computer Science is open to all students who have completed 21st Century and Media Design courses. AP 2-D Design (Digital Photography) is open to students' grades 11-12 who have completed the prerequisites

Technology and Design Department Courses	9	10	11	12
Media Design (1 Semester)	X	X		
Computing in the 21 <sup>st</sup> Century (1 Semester)	X	X		
Digital Art			X	X
AP 2-D Design			X	X
AP Computer Science				X
Yearbook			X	X

### ISM Technology Requirements and Prerequisite Courses

*NOTE: Arrows point to prerequisites* →

Grade



**Media Graphics**

*Prerequisite: N/A*

In Media Graphics students will spend the semester exploring the basics of many different types of software that are used to design digital, visual media. There are no prerequisites and students with no background in digital design or the software used in the discipline are welcome in the class. This course is required by ISM to be taken during the 9<sup>th</sup> grade year and is a prerequisite for Digital Art.

## **Computing in the 21<sup>st</sup> Century**

*Prerequisite: N/A*

In Computing in the 21<sup>st</sup> Century students will learn about the history of computers up through their use in the modern world. Students will consider moral and ethical dilemmas that are happening in the world today. This course aims to prepare students to use a variety of software tools for various jobs and introduce students to different languages. This course is a required course by ISM and should be taken during a student's 9<sup>th</sup> grade year. All technology courses aside from Media Graphics require this course.

## **Digital Art**

*Prerequisite: Art 1, Art 2, and Media Graphics*

In Digital Art students will begin by exploring the complexities and artistic potential of Digital Photography. Hands on investigation and learning will be at the center as students study and create photographic work. After mastering digital photography students will be exposed to multiple facets of Digital Art including digital design, animation, and basic website design. Independent thought and original creativity will be encouraged. Using digital photographs as a foundation, students will create digital artwork which will be exhibited electronically. Upon completion of this course students will have a great base of knowledge on modern digital art as well as a portfolio of digital art to be used towards AP or college portfolios.

## **AP 2-D Design**

*Prerequisite: Art 1, Art 2, Art 3 or AP Studio Art, Digital Art.*

This class is designed for students interested in furthering their education in Graphic Design, Computer Graphics and Photography. Throughout the course of the year, students in AP 2-D Design will explore the use media and techniques to prepare a 24-piece portfolio comprised of both class projects and independent work. Students will work within the guidelines of the AP Studio Art curriculum to complete all three sections of the AP portfolio (Quality, Concentration, and Breadth). These portfolios will then be submitted for college credit, art school admission, and scholarships. Students should expect to spend a significant amount of time working both in and outside of class on projects, presentations and written reflections in order to develop mastery in concept, composition, and execution.

## **AP Computer Science**

*Prerequisite: Computing in the 21<sup>st</sup> Century, Algebra 2, recommendation from an English teacher*

In AP Computer Science students will learn a college introductory course level of the programming language Java. The course prepares students to take the AP Computer Science A exam at the end of the year. In this course students will be learning about and programming labs of varying difficulty. Sufficient time outside of class is needed to complete the assignments. This course can be taken by students in the 11<sup>th</sup> and 12<sup>th</sup> grades. This course highlights problem solving, critical thinking and communication.

## **Yearbook**

*Prerequisite: Computing in the 21<sup>st</sup> Century, Digital Art, Yearbook Application*

In Yearbook students design, write and publish the yearbook for the ISM high school. This course also acts as a publishing class and creates published material at the request of other school groups. Students need to fill out the required application and have it approved before signing up for the course. Only students in the 12<sup>th</sup> can sign up for this class.

## ISM Arts Department

Arts Programs are a vital component of a well-rounded education for all students. ISM Arts classes are focused on the standards for artistic perception, creative expression, historical and cultural context.

All Western universities highly encourage students to take creative arts courses even if the students plan to major in business, economics, sciences, etc. ISM graduation requires one arts credit to graduate but more are strongly recommended.

While the positive impact of active participation in arts programs on the social and emotional development of young learners has been common knowledge for a long time, recent scientific research also indicates a correlation between active participation in the arts and improved academic performance.

All arts courses are year-long classes.

### Visual Arts

The Visual Arts department is focused on providing a broad foundation in art and design that can be applied to multiple disciplines, so that students can excel in various pursuits outside of the arts. Students' knowledge of and ability to use the principles of composition and elements of art and design will be demonstrated in their artwork, as well as their ability to experiment, problem solve and express themselves creatively.

Art classes are full year classes taken consecutively. Offerings may vary year-to-year, dependent on student sign-up. Students can take AP Studio Art on the completion of three arts electives or with the permission of the art teacher after a careful review of their art portfolio.

<b>Creative Arts Department Courses</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Art 1	X	X	X	X
Art 2		X	X	X
Creative Art			X	X
Digital Art			X	X
Advanced Drawing and Painting			X	X
AP Studio Art 2-D Design				X
AP Studio Art Drawing				X

### Art 1

*Credit: One*

*Prerequisite: None*

Art 1 is an introductory course in the Visual Arts. Art 1 is a prerequisite for all other high school art courses. Students will concentrate on the elements and principles of art. Through working in various media, students will have the opportunity to explore a variety of art materials and techniques. Art history will be integrated into the lessons and in separate art history reports.

### Art 2

*Credit: One*

*Prerequisite: Art 1*

Students will continue to develop their skills in a variety of media and styles while exploring a variety of art materials and techniques. Artistic growth through hands on experience with open ended problem solving is

stressed. Art history is integrated into various projects. Emphasis is placed on composition, color theory and finding solutions to visual problems.

## **Creative Art**

*Credit: One*

*Prerequisite: Art 1 and 2*

Creative Art is an advanced course for students who want to explore a wide variety of art processes with a concentration on 3D sculptural and mixed media. Possible other mediums include screen printing, reductive print making, acrylic painting and other media based on individual interest. This course encourages creative exploration and problem solving with emphasis on conceptual design, innovative use and application, as well as craftsmanship.

## **Digital Art**

*Credit: One*

*Prerequisite: Art 1, Art 2, and Media Graphics*

In Digital Art students will begin by exploring the complexities and artistic potential of Digital Photography. Hands on investigation and learning will be at the center as students study and create photographic work. After mastering digital photography students will be exposed to multiple facets of Digital Art including digital design, animation, and basic website design. Independent thought and original creativity will be encouraged. Using digital photographs as a foundation, students will create digital artwork which will be exhibited electronically. Upon completion of this course students will have a great base of knowledge on modern digital art as well as a portfolio of digital art to be used towards AP or college portfolios.

## **Advanced Drawing and Painting**

*Credit: One*

*Prerequisite: Art 1 and Art 2*

In this course, students will refine their painting and drawing techniques while exploring subject matter and experimenting with new techniques using a variety of 2-D materials. Emphasis will be placed on context in art history and finding inspiration in the work of other fine artists. This course encourages creative exploration and problem solving with emphasis on design, application and craftsmanship. This course is recommended for students who wish to develop their style as a fine artist. Upon completion of this course students will have a strong foundation in painting and drawing, as well as a portfolio to be used towards AP or college portfolios.

## **AP Studio Art 2-D Design**

*Credit: One*

*Prerequisite: Art 1, Art 2, or Digital Art and Media Graphics or Teacher Approval*

This class is designed for students interested in furthering their education in Graphic Design, Computer Graphics and Photography. Throughout the course of the year, students in AP 2-D Design will explore the use media and techniques to prepare a 24-piece portfolio comprised of both class projects and independent work. Students will work within the guidelines of the AP Studio Art curriculum to complete all three sections of the AP portfolio (Quality, Concentration, and Breadth). These portfolios will then be submitted for college credit, art school admission, and scholarships. Students should expect to spend a significant amount of time working both in and outside of class on projects, presentations and written reflections in



order to develop mastery in concept, composition, and execution. If the student does not submit their completed portfolio to AP they will not receive AP credit on their ISM transcript.

## **AP Studio Art Drawing**

*Credit: One*

*Prerequisite: Three Years of Art Electives or Teacher Approval*

This course is for highly motivated students interested in developing their painting and drawing skills at a college level. AP Studio Art Drawing does not have a written examination; instead, students submit to AP their portfolios of twenty four pieces of art for evaluation. These portfolios will then be submitted for college credit, art school admission, and scholarships. Students should expect to spend a significant amount of time working both in and outside of class on projects, presentations and written reflections in order to develop mastery in concept, composition, and execution. Students will be asked to complete some assignments over the summer to prepare for the course. If the student does not submit their completed portfolio to AP they will not receive AP credit on their ISM transcript.

## Performing Arts Department: Music and Theatre

The ISM band, choir and theatre programs are exciting opportunities to develop creative thinking skills, discipline, and leadership in an environment of musical teamwork. Learn how to overcome stage fright, communicate verbally and non-verbally, and produce a polished performance while strengthening your transcript for university applications.

ISM bands and theatre groups perform in a variety of settings, in and outside of school. Performances may include school concerts, school plays, interschool festivals, school ceremonies, sporting events, and more.

There are two theatre courses available, as well as an after school theatre program that any student may join. Descriptions for the classes are listed below.

If a student does not own an instrument, he or she can use school instruments for \$20 per quarter (\$80 per year). Students who have previous experience on an instrument may see the band director to schedule an audition.

<b>Performing Arts Music and Theatre Department Courses</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Wind Ensemble (music)	X	X	X	X
Concert Band (music)	X	X	X	X
Concert Choir (music)	X	X	X	X
Select Choir (music)	X	X	X	X
Introduction to Theatre	X	X	X	X
Advanced Theatre		X	X	X
Film Studies			X	X

### Wind Ensemble

*Credit: One*

*Prerequisite: Audition and Instructor Permission*

Wind Ensemble focuses on advanced skill development and produces several polished performances during the year. The method book for this level centers on scale and technical exercises designed to develop a student's facility as it relates to a tonal center. Wind Ensemble students perform in all concerts, the ISM graduation ceremony, and other performances as scheduled during the year. Wind Ensemble students work and perform in different settings (solo and/or a small ensemble) and are involved in the creative and organizational aspects of music and music events.

Students demonstrate level-appropriate musical competency through individual performance assessments, presentations, group work assignments and performances.

### Concert Band

*Credit: One*

*Prerequisite: MS band or equivalent/Instructor Permission*

Concert Band continues to build the basic skills learned in Beginning Band and Intermediate Band/Advanced Band. Particular emphasis is placed on refining ensemble tone, intonation, blend, and expression. Concert Band students perform in all large concerts. Other performances may be scheduled during the year. Students demonstrate level-appropriate musical competency through performance assessments, presentations, group work assignments and performances.

### Concert Choir

*Credit: One*

*Prerequisite: MS Choir or equivalent/Instructor Permission*

This year-long course offers the opportunity to explore and develop musical interest and talent. Students gain experience in presenting to, and working with, groups of people. Students learn skills of basic choral musicianship and are exposed to music from a wide variety of cultures and time periods. This includes rehearsal and concert etiquette. Students are given the opportunity to be involved in the process of programming for events and selecting songs/pieces, as well as to direct performances.

Students demonstrate level-appropriate musical competency through performance assessments, presentations, group work assignments and performances.

### **Select Choir**

*Credit: One*

*Prerequisite: Audition and Instructor Permission*

This year-long course explores advanced level choral music from a variety of cultures and time periods through study and performance. The curriculum emphasizes advanced level vocal technique, sight-reading, applied music theory/contextual music history, as well as choral technique and etiquette. Repertoire studied in this course is music that is more complex in harmony, texture and form.

Students demonstrate level-appropriate musical competency through individual performance assessments, presentations, group work assignments and performances.

### **Introduction to Theatre**

*Credit: One*

*Prerequisite: none*

Introduction to Theatre introduces students to the fundamentals of theatrical production.

Students learn the basic elements and vocabulary of the theater as well as how to use these tools to create informal and formal pieces of theater, from improvisations to short one-act plays. In addition to performance, students grasp how theater came to be and understand it in its cultural context through field trips to professional productions and class reading and writing projects. Students learn the rudiments of how to gauge the aesthetic value of different theatrical experiences as well as how principles of theater can be used and applied to problem solving in other contexts. Students learn that the organizational, leadership, analytical and time-management skills of the theater can also be utilized in other disciplines and professions.

Intro to Theatre is designed to acquaint students with various aspects of theatre: acting, costuming, make-up, speech, lighting, directing, and scene design. Primary stress is on the language skills of listening and speaking through reading and interpretation of dramatic literature and evaluating performances.

Emphasis is on acting, scene study, and character development. A secondary emphasis is placed on writing. Students prepare in-class performances.

### **Advanced Theatre**

*Credit: One (Repeatable for additional credits with instructor approval)*

*Prerequisite: Introduction to Theatre*

In this workshop-style course, students receive training in the fundamental skills of stage acting. Students in Intermediate Theatre will also design, light and build sets and properties for current performing arts productions.

As performers, they develop poise, control, and confidence in front of an audience. Using a broad spectrum of material ranging from classical to modern and tragedy to comedy, they analyze scenes, develop characters, and present performances. Emphasis is on physical, vocal and mental technique as well as emotional truthfulness.

Students delve deeply into several theatrical disciplines including mask-work, voice-technique, stage combat, Movement Theater, Suzuki and Grotowski techniques; as well as several styles of theater directing. Through two major research papers, students explore deeply, two different historical periods as represented in the major playwrights, directors and plays they produced.

The class culminates with the performance of a student-written and directed short plays for a live audience in the Blackbox Theater at the ISM Middle School.

### **Film Studies “Introduction to Visual Literacy”**

*Credit: One (Repeatable for credit with instructor approval)*

*Prerequisite: None*

Film Studies, “Introduction to Visual Literacy,” is a full-year course that aims to teach students how to critically “read” film in very much the same way as they would read a novel or a poem. Students will examine movies critically, and use the appropriate vocabulary of film, in the areas of genre, narrative sequence, lighting, cinematic space, sound, leitmotifs, color, symbolism, editing, and montage. The films studied in the course are chosen specifically to illustrate certain film styles and techniques.

Assignments consist of a series of essays analyzing certain themes, storyboard exercises, and jigsaw activities. Considerable time will be spent on the modes and voices of documentary filmmaking. In the second semester students will craft a documentary film as a cumulative semester project. The homework load is similar to that of a language class, and will require a lot of organization outside the class in order to stay on a production schedule.

The syllabus includes: the role of the director; the film crew; using cinematic space and color; leitmotifs and symbols; narrative sequence and structure; camera movement and camera angles; Science Fiction, Film Noir and Horror genres; documentary mode, voice and audience. Films studied include Blade Runner, The Maltese Falcon, Rashomon, Yojimbo, The Fisher King, Psycho, Run Lola Run, Groundhog Day, Bowling for Columbine, The Missing Picture, The Act of Killing, Koyaanisqatsi, Imelda, and countless movie clips and short films.

## Physical and Health Education Department

Physical and Health Education Department Courses	9	10	11	12
Health 9 (1 Semester)	X			
Health 12 (1 Semester) (Class of 2019)				X
Physical Education 1 (1 Semester)	X			
Physical Education 2 (1 Semester)		X		
Advanced Physical Education			X	X

**Health 9** (*this course will be offered in 12<sup>th</sup> grade beginning with the Class of 2019*)

*Credit: One*

*Prerequisite: None*

Health is a compulsory semester-long course in Grades 9. Activity-based learning focuses on diverse health issues, including alcohol and other drugs, analyzing health information, assertive skills, conflict resolution, decision-making skills, diseases and disorders, drugs, listening skills, negotiation skills, nutrition, problem-solving skills, reducing and managing stress, sexuality, and working in groups. Students work to understand the impact of health issues on their own well-being and that of others. Through the development of critical thinking skills, students are also introduced to and made aware of health issues that affect various people around the world.

In the years to come, teens will be making decisions affecting their physical, mental, and social health. This course's purpose is to provide students with the knowledge, attitudes, and skills to make responsible, well-informed decisions and actions for their own health. Critical thinking is an essential component of the course, as students will work to understand why teens need to make more appropriate decisions, how decisions impact their overall health, and why leading a healthful lifestyle is important. The emphasis is on active learning and students will be expected to become very involved in the lessons.

There are three key concepts interwoven throughout all of the units' activities. These are:

- **Well-Being:** Students will examine the influence of several health-related topics on physical, mental, and social health.
- **Health Promotion:** Students will advocate for personal, family, and community health in relation to the topics. They will examine ways to reduce risks and increase safe practices in social situations.
- **Socio-Ecological Perspective:** Students will be encouraged to reflect and debate attitudes, values, and beliefs for a range of issues and examine media and commercial influences on overall health.

### Physical Education 1

*Credit: one half credit per course*

*Prerequisite: 9<sup>th</sup> Grade*

This PE class is an incremental development from previous PE classes designed to provide students with a more in depth knowledge and understanding of main sports played at international schools, Universities, and professionally around the world. The units will include not only the skills development needed to play the games but will include written work, tests and assignment to help students better understand the playing surfaces, the dimensions and layout for courts and pitches and to learn in-depth rules and positional play.

Students must be prepared to be physically active in each class and will be required to do a fitness unit measuring their fitness levels as well as their lifestyle choices that affect their health. Students joining this

class do not have to be top athletes they only need a desire to learn and develop their individual and team skills. Assessments will be observational, video and written.

## **Physical Education 2**

*Credit: one half credit per course*

*Prerequisite: 10<sup>th</sup> Grade*

This PE class is an incremental development from previous PE classes designed to provide students with a more in depth knowledge and understanding of main sports played at international schools, Universities, and professionally around the world. The units will include not only the skills development needed to play the games but will include written work, tests and assignment to help students better understand the playing surfaces, the dimensions and layout for courts and pitches and to learn in-depth rules and positional play.

Students must be prepared to be physically active in each class and will be required to do a fitness unit measuring their fitness levels as well as their lifestyle choices that affect their health. Students joining this class do not have to be top athletes they only need a desire to learn and develop their individual and team skills. Assessments will be observational, video and written.

## **Advanced Physical Education**

*Credit: One*

*Prerequisite: PE 1 and PE 2*

The Advanced Physical Education class is designed to provide students with a more in depth knowledge of sport science, coaching techniques, refereeing, equipment design and sports medicine and is designed for the students with a strong interest in a more in-depth knowledge of Physical Education.

Students will learn things like why a golf ball has dimples, why baseball pitcher cannot throw a rise ball but a softball pitcher can. Further students will learn to appreciate the intricacies of individual and team sports as they delve into the rules and refereeing techniques for various sports. The students in this class will learn how to identify common sporting injuries and how to treat them and when to refer them to a doctor. In this course students will also learn to organize tournaments and the techniques for round robin and elimination/knock out type tournaments.

This class is designed for students who want to take their skills and knowledge to a higher level of sports and sporting understanding. They must be prepared for physical activity in every class and be prepared for in-class written and video texting as well as homework and assignments. Students will be coaching, refereeing and organizing their own sporting events

## Other Courses

Other Courses Offered	9	10	11	12
High School ESOL Program	X	X	X	X
Study Hall		X	X	X

### High School ESOL (English for Speakers of Other Languages)

The High School ESOL Program for the 2016-2017 school year will consist of four areas of focus:

- 1) IAE program
- 2) Horizontal alignment amongst the 9<sup>th</sup> grade teaching team
- 3) Support for the upper classmen
- 4) All HS teachers trained in ESOL student support strategies

#### 1) Intensive Academic English Program (IAE)

The IAE program will be a support class for the core subjects of English 9, World History, Physical Science, Health, and PE. To support these core subjects, the IAE class will frontload vocabulary, assist with reading comprehension, provide writing support for assignments, etc. In addition to supporting these core subjects, the IAE class will work on developing general academic English, reading comprehension, writing instruction, grammar lessons, speaking, presentations, and study skills. The IAE teacher will also push-in/co-teach in order to assist the core teachers and support the students in their language development.

#### 2) IAE Horizontal Alignment

During the 2016-2017 school year, there will be a 9<sup>th</sup> grade teaching team with one teacher per subject for all 9<sup>th</sup> grade sections. The purpose of this is to facilitate the horizontal alignment amongst all 9<sup>th</sup> grade teachers. The IAE teacher will coordinate this effort in aligning the core subjects in order to maximize learning. Areas to be aligned will include but not limited to:

- 6 Traits/Presentation rubrics/other rubrics
- Note taking strategies
- Editing marks
- Writing structure
- Learning strategies- MAP
- Native tongue usage
- Grading consistency practice
- Word walls
- General academic vocabulary development
- Monthly Grammar topics: Do Now
- Citations

#### 3) Upper Classmen Support

In order to meet the needs of the current 10<sup>th</sup>-12<sup>th</sup> grade students at ISM, an ESOL teacher will also provide support by using pull-out/ push-in/ co-teaching/ study hall tutoring to support the needs of the current upper classmen. There will be two sections of pull out support, one for the 10<sup>th</sup> graders, and one for

the 11<sup>th</sup>-12<sup>th</sup> graders. During the other periods of the day, the ESOL teacher will collaborate with core teachers to provide push-in support and/or co-teaching opportunities. The ESOL teacher can also provide support to students during their study all periods.

#### 4) Teacher Training in ESOL

This section is thoroughly explained in the school-wide 2016-2017 ESOL Handbook.

### **Study Hall**

*Credit: None*

*Prerequisite: None*

This class may be taken by grade 9-12 students. The class is designed to improve study skills and give time to students to work on assignments, group projects, review, and test preparation. It is also used by the counseling department for college applications and other issues if they arise.

The structure of the class is an independent study time under the supervision of an academic teacher.

### **Senior College Seminar**

*Credit: One Half Credit (Pass/Fail Grading)*

The purpose of the senior college seminar is to allow students to meet with counselors on a regular basis to gain important information and insight that will help to facilitate their transition from high school to a college or University setting. This course will cover topics relevant to students' future college/University preparation, application and attendance, including:

- College/University 101
- College Essay Writing
- College/University Application Process
- Overview of a College/University Visit
- Specifics of UC and CSU's application process
- Test Preparation, including: SAT, TOEFL/IELTS
- How to apply for Scholarships and Financial Aid